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ABSTRACT

In recognition of the need for guidance services to be accountable for their portion of the educational process, this guide was designed for the development of a competency-based, outcome-stated plan by each school district in Texas. The guide covers the five phases of the planning process and the counselor competencies required. The format is designed to demonstrate a viable model for the development of an accountable guidance plan. The publication is divided into two major parts. The first part consists of a statement of the five sequential phases of the planning process for a guidance program plan. These sequential phases are: (1) assessing needs, (2) setting priorities, (3) developing objectives, (4) developing activities to achieve objectives, and (5) evaluating program. The second part briefly outlines the five phases with their objectives, processes, and outcomes restated without the explanatory narrative statements. The authors suggest that in developing a district guidance plan, the effectiveness of the objectives and processes would be measured in terms of pupil outcomes. Extensive appendixes include examples of needs assessment instruments, district guidance plans, and an evaluation format. (Author/PC)

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Title: ACCOUNTABILITY IN GUIDANCE SERVICES

A Guide for the Development of a

Competency-Based
Outcome-Stated

Guidance Plan

Prepared by the staff of the Division of Guidance Services, Texas Education Agency and Guidance Coordinators from the Regional Education Service Centers

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Division of Guidance Services
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## FOREWORD

In a time when the public is increasingly in the mood to hold the schools accountable for the performance of its pupils the school guidance program should be measurable and identifiable as a discrete and essential service. To accomplish this identification it is necessary to develop competency-based, outcome-stated guidance program plans which are measurable in terms of pupil achievement.

This publication has been developed to assist school districts in the development of competency-based, outcome-stated plans. It provides a format for determining the needs of the school district and the procedures to meet those needs.

J. W. Edgar
Commissioner of Education

## PREFACE

In recognition of the need for guidance services to be accountable for its portion of the educational process, the following guidelines are provided for the development of a competency-based, outcome-stated plan by each school district in Texas.

A competency-based plan states what is to be accomplished by personnel capable of performing that which is set forth. An outcome-stated plan is one that incorporates counselor behaviors and activities focusing on pupil needs and generates explicity stated, measurable and observable behaviors in pupils.

The development of a workable plan is contingent upon the understanding, acceptance, and commitment of the administration and the school board. Understanding and implementation of the guidance plan by the instructional staff and other members of the pupil personnel services team will provide accountability.

This publication offers a format for the accomplishment of a guidance plan that clearly delineates the guidance processes which make a difference in the educational attainment of each pupil.

# INTRODUCTION

The planning and implementation of a guidance plan in terms of desirable pupil outcomes must be a point of emphasis in the work of the counselor in the '70s.

This guide, based on the Planning Section of The School Counselor: His Work Environment, Roles and Competencies, covers the five phases of the planning process and the counselor competencies required. The format used is designed to demonstrate a usable model for the development of an accountable guidance plan. The design includes (1) the statement of counselor competencies required, (2) outcome-stated objectives, (3) processes needed to accomplish the objective, (4) measurable and/or observable outcomes for each process.

This publication is divided into two major parts. The first part consists of a statement of the five sequential phases of the planning process for a guidance program plan. These sequential phases are (1) assessing needs, (2) setting priorities, (3) developing objectives, (4) developing activities to achieve objectives, (5) evaluating program. Each of these phases includes the competency, outcome-stated objective, processes and outcomes needed to fulfill each of the components of the planning process. In the second part the five phases with their objectives, processes, and outcomes are restated without the explanatory narrative statements.

The effectiveness of the objectives and processes described in this guide are measured in terms of counselor for personnel responsible for guidance outcomes. In developing a district guidance plan, the effectiveness of the objectives and processes will be measured in terms of pupil outcomes.

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SEQUENTIAL PHASES OF THE PLANNING PROCESS

## 1.0 ASSESSING NEEDS

One of the most commonly advocated methods for establishing objectives for educational programs is to conduct a needs assessment. A needs assessment can range from a very simple to a very complex procedure. The term "needs assessment" merely refers to assessing the needs of a particular target group. When the needs of the group have been determined one or more objectives are developed for each identified pupil need.

An effective method of needs assessment involves careful consideration by the pupil personnel staff of the guidance needs of the pupils in their schools. The question to be answered is, "What are the most important needs of pupils that can be satisfied by a guidance program developed specifically to meet these needs?". Needs identified in this manner are translated into the objectives for the guidance program.

A slightly more complicated needs assessment procedure, but one still easily managed, involves students in the identification of needs which they judge to be most important. An initial list of potential needs to be met by the guidance program is generated by guidance personnel, with input from students. Students are then asked to indicate the listed needs they judge to be most important. The responses of the students are used as a basis for developing guidance objectives appropriate for all students.

### 1.1 Competency required:

| |
|---|
| The counselor must be able to assess the needs and/or expectations of the population(s) to be served. |

### 1.2 Outcome-stated objective:

| |
|---|
| Obtain usable data with which to assess the needs and/or expectations of the population(s) to be served. |

1.11 Process: Identify decision makers

1.11 Outcome: A listing of all those whose decisions are needed in order to use the obtained data

A decision maker is a person who is involved in determining the parameters for action. In order to define a decision maker, the level of the position, his responsibility and the influence he has within the organizational structure must be recognized.

Decision makers function at various levels. The levels of decision making in a school system are:

- Policy decisions
- Program decisions
- Operational decisions
- Fiscal decisions (Should be a logical outgrowth of one or more of the above types of decisions.)

POLICY DECISIONS are those which set parameters for development of the Program and are usually made by such groups as school board, legislature.

PROGRAM DECISIONS implement policy decisions in a given time period and are usually made by such persons as the superintendent of schools and the administrative staff.

OPERATIONAL DECISIONS activate the objectives of the Program decisions and these decisions are usually made by such persons as principals, curriculum supervisors, pupil personnel services staffs and instructional staff.

The counselor identifies the decision makers and the level(s) of decision required and proceeds with a systematic approach in assessing needs.

1.12 Process: Identify population(s) to be served

1.12 Outcome: A listing of all population(s) to be served

To assess the guidance needs of the school and community, representatives from the following populations should be included in data collection:

- Pupils
- Teachers
- Principal and other administrators
- Parents
- Pupil personnel services staffs
- Employers

To assure an adequate representation from each of these groups the counselor needs to identify the population(s) to be served in terms of the following characteristics:

- Ethnic composition
- Socio-economic strata
- Occupational distribution
- Political factors
- Educational level
- Educational expectations

1.13 Process: Identify areas of concern of the populations to be served

1.13 Outcome: A listing of the areas of concern of the populations to be served

The counselor will identify the general guidance concerns of the populations to be served, e.g., helping youth and others (1) assess their potentialities and limitations, (2) discover their needs, (3) formulate their goals and related objectives and (4) manage their behavior.

Examples of instruments designed to assess the needs and determine the areas of concern are found in Appendix A. These examples are for your adaptation and modification.

1.14 Process: Collect data using a systematic approach

1.14 Outcome: A data collection procedure and collected data

Frequently used methods for collecting data include questionnaires, interviews, brainstorming sessions, school and community records, and follow-up studies. Various other methods may be developed.

1.15 Process: Develop a system for utilizing the collected data

1.15 Outcome: A data utilization system

The counselor will compile, classify, and analyze the data gathered. This data will be used in determining guidance priorities.

## 2.0 SETTING PRIORITIES

The needs assessment data provides the direction for the development of guidance objectives. To determine when objectives, will be accomplished the needs must be placed in a ranked order of their priority.

The setting of priorities is accomplished by first examining which needs are predetermined for the guidance program, i.e., PSAT, SAT, and ACT testing dates, the school calendar, and the availability of personnel and resources. Further consideration in priority setting is given to those needs whose objectives would be directed toward obtaining the maximum impact on pupils.

2.1 Competency required:

| |
|---|
| The counselor must be able to determine guidance priorities based on identified needs. |

2.2 Outcome-stated objective:

| |
|---|
| Establish priorities of identified guidance needs of the populations to be served based on the utilization of personnel and resources. |

2.11 Process: Organize the statement of guidance needs based on priority

2.11 Outcome: A priority listing of guidance needs

The data gathered in the needs assessment process is next ranked in order of priority. The order of time and importance determines the priority of needs. The school calendar predetermines the time in which many activities occur. Consideration must also be given to the amount of time required for the accomplishment of objectives in terms of the importance of the outcomes.

2.12 Process: Define the existing conditions and the changes that should be made as identified by the priority listing of guidance needs

2.12 Outcome: A priority statement of the organizational structure of personnel and resources required to accomplish changes from existing to desired conditions

Data contained in the analysis of the needs assessment provides a description of existing conditions. The analysis of the existing conditions will provide information about: community values and expectations, policies, personnel (number, competencies and attitudes), budget, physical facilities, curricular offerings, and present guidance program.

A comparison of the existing conditions with the desired conditions will identify the changes necessary. A priority statement of the organizational structure of personnel and resources required to accomplish changes from existing to desired condtions will provide the base from which outcome-stated objectives can be developed.

## 3.0 DEVELOPING OBJECTIVES

The current guidance program in a school or district is a source of many excellent objectives. A potential objective can be derived from each student activity or set of activities for which a desired outcome can be stated. In deriving objectives from the current program, guidance personnel evaluate each derived objective to determine whether they wish to retain it as a desired outcome of their objectives-based program.

There are several advantages associated with the using the current guidance program as a source for deriving objectives. One advantage is that the current program is an accessible source from which a number of objectives derived from the program will be appropriate for the local student population, since this is the group for whom the existing program was developed. Examination by staff members of the existing program may indicate activities and potential objectives that should be deleted in favor of objectives identified from other sources.

### 3.1 Competency required:

| |
|---|
| The counselor must be able to formulate measurable objectives from identified needs and priorities. |

### 3.2 Outcome-stated objective:

| |
|---|
| Identified priority needs will be used to formulate measurable objectives. |

3.11 Process: Determine the systematic approach to be used in classifying the types of objectives so as to achieve an economy of thought and action.

3.11 Outcome: A systematic approach for the classification of objectives

Outcome: A classified listing of objectives

A systematic approach is simply a set of step-by-step procedures for achieving a particular outcome. The criteria for selecting a system is the appropriateness of the system's components for the district's guidance program. The most frequently used system in the development of guidance program plans is the conceptual framework proposed by Wellman (1967a) as an outgrowth of the National Study of Guidance (NSG). This is listed in Appendix B.

Wellman reports that the majority of the more than 200 guidance objectives identified through a survey of professional literature could be classified into either the educational, vocational, or social domain. In addition, he notes that the categories of this dimension are consistent with the areas of development and personal adjustment that are of primary concern in the school guidance function.

The functional dimension in the NSG framework also has three categories or levels: perceptualization, conceptualization, and generalization. According to Wellman, these three levels represent the sequence of behavior development and can be translated into a hierarchy of three corresponding levels of guidance objectives. For the purposes of this publication, Wellman's functional levels have been renamed as follows:

perceptualization.....awareness
conceptualization.....accommodation
generalization.....action

Wellman's definitions and examples of the three functional levels of objectives are presented below in slightly modified form.

Level 1 - Awareness (Perceptualization) Objectives[1]

Awareness objectives include the acquisition of information and knowledge, the development of skills, and the clarification of attitudes and values so that the individual becomes more aware of, and is able to differentiate more accurately, those aspects of his environment related to developmental choices and adjustment, as well as his own personal attributes. For example, occupational groups can be differentiated or categorized on the bases of the type and level of training required for entry. Thus, an awareness level objective might be for the student to categorize occupational groups on these bases.

Level 2 - Accommodation (Conceptualization) Objectives

Accommodation objectives involve relating perceptions of the self to environmental perceptions. These objectives deal with the personal meanings that the individual places upon relationships between self and the environment. Outcomes at the accommodation level relate to the accuracy, consistency, and reality of choice behavior and sole performance. An example of an accommodation objective would be for the student to make a tentative vocational choice consistent with his predicted potential for completing the training needed for the chosen vocation.

Level 3 - Action (Generalization) Objectives

Action objectives involve purposeful action and enduring behavior. Objectives at this level imply consistent application of a particular mode of behavior to an ongoing situation or variety of situations. For example, an action-level objective in the vocational domain could be for the student to secure and sustain employment in a position in which he derives continuing personal satisfaction and consistently meets the employer's performance standards.

The NSG taxonomy, as described by Wellman, is a two-dimensional framework. Thus, an individual's growth and development within each domain (educational, vocational, social) proceeds sequentially through each of the three functional levels. Wellman's outline of the general areas of responsibility in which guidance personnel should assist students toward proper development within each environmental domain is presented in Figure 1.

[1]Adopted from California Personnel and Guidance Monograph Number 3.

Areas of Student Development Within Each Domain[1]

Educational Domain

| Functional Level | |
|---|---|
| Awareness: | Awareness of the educational setting<br>Awareness of personal characteristics relevant to the educational setting |
| Accommodation: | Concept of self in the educational setting<br>Planning of work toward achievement of educational goals |
| Action: | Coping with the demands of the educational environment<br>Attainment of personal satisfaction from educational experiences<br>Achievement of success in pursuit of educational goals |

Vocational Domain

| | |
|---|---|
| Awareness: | Awareness of the world of work<br>Awareness of personal characteristics relevant to the vocational domain |
| Accommodation: | Concept of self in relation to the world of work<br>Planning of work toward achievement of occupational goals |
| Action: | Implementation of vocational choices<br>Achievement of personal satisfaction from one's vocation<br>Achievement of success in the pursuit of vocational goals |

Social Domain

| | |
|---|---|
| Awareness: | Awareness of social responsibilities, opportunities, and expectancies<br>Awareness of personal characteristics relevant to the social setting |
| Accommodation: | Concept of self in a social setting<br>Planning of efforts toward the achievement of satisfying and acceptable social relationships |
| Action: | Coping with the demands of social groups with which one is affiliated<br>Attainment of personal satisfaction from social experiences<br>Achievement of success in the pursuit of social goals |

[1] Adopted from Wellman (1967)

| | |
|---|---|
| 3.12 Process: Define objectives in outcome-stated terms | 3.12 Outcome: A list of defined objectives stated in terms of pupil outcome |

Objectives indicate the specific outcomes that students are expected to attain as a result of the guidance program. Factors to consider in setting the minimal performance level for an outcome include the judged importance of the outcome itself, its importance as a prerequisite to other desired outcomes, and the difficulty of attaining the outcome. The objectives for a program are used both to determine appropriate guidance activities that will lead to student attainment of the outcomes and to permit valid assessment of whether or not each outcome was attained. Therefore, the statement of each objective must include sufficient information to enable guidance personnel to identify appropriate activities for each objective and to measure whether the objective was attained by the target group. (See Appendix C for excerpts from guidance plans for Andrews Independent School District, Santa Ana Unified School District, Calif.)

| | |
|---|---|
| 3.13 Process: Describe conditions under which objectives can be achieved | 3.13 Outcome: A written description of the conditions under which objectives can be achieved |

Conditions under which objectives can be achieved are:

- Administrative and staff awareness of the need for a competency-based, outcome-stated guidance program
- Active commitment and subsequent support for the guidance program by administration and staff

| | |
|---|---|
| 3.14 Process: Define criteria for knowing when objectives are achieved | 3.14 Outcome: Criteria which measure the achievement of objectives |

In assessing attainment of any objective and its outcome, the behavior actually assessed should be identical to the behavior stated as the intended outcome. At the time the guidance staff initially plans each outcome for a pupil or program, they will determine how to assess pupil attainment of the outcome. This procedure facilitates

precise statements of intended outcomes and helps to ensure that the assessment measure is valid for each objective and its outcome.

Assessment of pupil performance on a given outcome is made on as many as three separate occasions. The first occasion involves evaluation prior to initiation of the process planned for the outcome. The second occasion for assessing pupil performance on an intended outcome is after completion of the process selected to promote pupil attainment of that outcome. This evaluation of performance enables the guidance staff to determine whether each pupil did, in fact, attain the outcome as planned. If this evaluation indicates he did attain the outcome, further experiences related to the outcome are unnecessary. If he has not attained it a modified version of the original process or other experiences may be provided for him. The third occasion for assessing pupil performance on an outcome occurs after the conclusion of the additional experiences conducted for pupils who had not attained the outcome initially.

| | |
|---|---|
| 3.15 Process: Establish timeline for achievement of the classified, defined, outcome-stated objectives | 3.15 Outcome: An established timeline |

A timeline for achieving stated objectives will take into consideration the school calendar, economy of budget and time, and the sequence in which objectives are to be achieved.

| | |
|---|---|
| 3.16 Process: Develop or select appraisal techniques for the measurement of classified, defined, outcome-stated objectives | 3.16 Outcome: The development or selection of appraisal techniques to measure objectives |

The appropriate appraisal techniques for the measurement of outcome-stated objectives is dependent upon the stated outcome. These techniques include: observation (teacher, parent, peer, and self reporting), survey, pre and post testing, and comparison of data.

| | |
|---|---|
| 3.17 Process: Develop a plan for gathering and interpreting data on the effectiveness of the objectives | 3.17 Outcome: A plan for gathering and interpreting data on the effectiveness of the objectives |

The plan for gathering and interpreting data on the effectiveness of the objectives includes how and when the data should be collected and what interpretation procedures will be used. As objectives are accomplished the data obtained is compiled and analyzed.

## 4.0 DEVELOPING PROCESSES TO ACHIEVE OBJECTIVES

"The final component in accomplishing a well-stated objective is a description of the process to be employed in attempting to bring about pupil attainment of the desired outcome. Clearly, it is the selected process and the counselor's skill in implementing it that will determine the degree of pupil attainment....

....There is undoubtedly more professional literature in guidance dealing with process variables than with any other topic. Most of this literature, however, relates either to theories about the ideal counselor-client interactive relationship or to a set of procedures for attaining one particular desired outcome, such as improving the grades of identified low-achieving students or decreasing the rate of disciplinary referrals of students with a high referral rate. Little has been written regarding either general procedures for identifying processes appropriate for implementing specific intended guidance outcomes or pre-planned steps to employ in the counseling process itself to facilitate pupil attainment of any desired outcome. It is the latter two topics --procedures for identifying appropriate processes leading to the attainment of given outcomes and steps within the process itself--that are the primary concern of this section.

Jackson's (1966) distinction between preactive and interactive decisions may be applied to guidance as well as instruction. Preactive decisions in guidance are the decisions made prior to implementation of the actual guidance process, such as when guidance personnel specify intended pupil outcomes or state the planned process for achieving these outcomes. Interactive decisions, on the other hand, are the on-the-spot decisions made by guidance personnel during the actual guidance process itself. Certainly, statements of desired outcomes are of use in making both types of decisions, since all aspects of the guidance process should be directed toward promoting efficient attainment of the outcomes. However, stated outcomes will be of most value in making preactive decisions, for this is the level at which guidance personnel can more readily make deliberate, rational decisions regarding effective guidance processes."[1]

4.1 Competency required:

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|---|
| The counselor must be able to formulate specific tasks relative to achieving objectives. |

4.2 Outcome-stated objective:

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|---|
| Specific processes will be formulated which are relevant to achieving objectives. |

[1]Adapted from California Personnel and Guidance monograph number 3.

| | | | |
|---|---|---|---|
| 4.11 | Process: Develop processes which will achieve defined objectives | 4.11 | Outcome: A listing of processes which will achieve defined objectives |

Guidance personnel provide opportunities for pupils to learn new behaviors. The most effective way to learn a new behavior is to practice it. Activities such as role-playing, group-guidance and media provide vehicles for practice. From these processes pupils will acquire knowledge of behaviors which they can state in oral or written form. This measurement shows those pupils who have acquired the knowledge of those behaviors practiced and those who need additional practice. Measurement of the internalization of practiced behavior will be demonstrated by the pupil's application of the knowledge acquired. Thus, the pupil, made aware of new behaviors through practice is capable of action relating to the behaviors.

| | | | |
|---|---|---|---|
| 4.12 | Process: Describe personnel, material, and financial resources necessary for processes to accomplish objectives | 4.12 | Outcome: A written description of the personnel, material, and financial resources needed for processes to accomplish objectives |

Determine, from the list of processes identified to achieve objectives, how optimal use can be made of all personnel, e.g., pupil personnel services staff, curriculum supervisors, instructional staff, administrators, parents, and pupils. As coordinator of guidance activities the counselor will be able to determine personnel needs in relation to accomplishing processes.

An inventory of available resources is made to decide those processes which can be accomplished with existing materials.

The survey of personnel and existing materials will provide the counselor with information from which to describe the financial resources needed to implement all processes.

| | | | |
|---|---|---|---|
| 4.13 | Process: Develop a sequential plan of action coordinating resources necessary, with each process on a timeline | 4.13 | Outcome: A sequential plan for the coordination of the resources necessary to accomplish each process on a timeline |

The timeline or process schedule is used to indicate the specific sequence of processes necessary to complete the objective or a designated portion of it.

The format for a timeline or process schedule might appear as follows:

Name of Program_____ Stated Objective_____

Person Responsible_____ Person Responsible_____

| Process | Start Date | Completion Date | Responsibility |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |

4.14 Process: Develop pupil outcome statement(s) in measurable terms, for each process

4.14 Outcome: Each process contains measurable statements of desired pupil outcome

The outcome is the desired pupil behavior to be acquired as a result of selected guidance-related activities. The outcome is described in terms of measurable student behavior and indicates the acceptable level of pupil performance of the behavior following the guidance activities.

Discussion of the intended outcome with pupils early in the guidance process will clarify the purpose of the selected process for them. An opportunity is also provided to determine the importance of the outcome for pupils and, if appropriate, to identify related outcomes of importance to them. This information may influence the counselor in subsequent transactions with the pupils during the guidance process.

4.15 Process: Develop a review system to identify or predict the strengths and weaknesses in the procedural and implementation designs

4.15 Outcome: A system which identifies or predicts strengths and weaknesses in procedural and implementation designs and indicates need for alternative action

The counselor(s) will present the proposed procedural and implementation design for review by administration, pupil personnel and instructional staff. The proposed design will be revised as indicated by the review. The review and revision provides the basis for development of an on-going evaluation program.

## 5.0 EVALUATING PROGRAM

The primary goal in a competency-based, outcome-stated guidance program is to bring about pre-planned desired pupil outcomes. Useful evaluation of the guidance program itself and of the progress of individual pupils in the program must be based upon assessment of pupil attainment of the intended outcomes.

The purpose for using planned pupil outcomes as the basis for evaluation is to improve the effectiveness of the guidance program in promoting pupil attainment. Information obtained from assessment of the effectiveness of guidance processes for each outcome leads to the subsequent selection and development of processes that are more effective in promoting pupil attainment of outcomes.

Assessment of pupil performance on each outcome is combined with subsequent procedures based upon the assessment results to increase the effectiveness of the guidance program. Use of objectives-based assessment procedures to refine and improve the program on a year-to-year basis will result in a program that is effective in promoting pupil attainment of outcomes.

### 5.1 Competency required:

| |
|---|
| The counselor must be able to coordinate a continuing evaluation. |

### 5.2 Outcome-stated objective:

| |
|---|
| The evaluation will provide indicators of program progress and/or the need for modification. |

| | |
|---|---|
| 5.11 Process: Develop a specific evaluation design for the objectives of the guidance program | 5.11 Outcome: A design for the evaluation of the objectives of the guidance program |

A three-step process involving a specification of expected pupil performance on the final assessment is employed for effective evaluation of objectives-based programs.

1. Establish acceptable criteria for pupil performance on each intended program outcome.

2. Tabulate and analyze the assessment results for each outcome to determine whether pupils attained an acceptable level of performance.

3. Identify potential improvements in the process for each outcome on which pupils did not attain an acceptable performance level and incorporate these improvements into the program.

5.12 Process: Develop a recycling plan to feed the evaluation of a given objective or process back to the needs assessment or other appropriate phase of planning

5.12 Outcome: A recycling plan

Recycling, is the portion of the planning process, which provides for modification of the program by return to the phase where the program evaluation indicates processes are not achieving desired outcomes.

5.13 Process: Communicate evaluation results to decision makers in usable form

5.13 Outcome: A written and oral evaluation report presented to decision makers

Evaluation reports to decision makers are an integral part of the guidance program. Reports are available for presentation to decision makers both upon request and on a pre-determined schedule. (See Appendix D for an example of one format for evaluation reports from Andrews Independent School District.)

SEQUENTIAL PHASES OF THE PLANNING PROCESS

IN

OUTLINE

## 1.0 ASSESSING NEEDS

### 1.1 Competency required:

The counselor must be able to assess the needs and/or expectations of the population(s) to be served.

### 1.2 Outcome-stated objective:

Obtain usable data with which to assess the needs and/or expectations of the population(s) to be served.

| | |
|---|---|
| 1.11 Process: Identify decision makers | 1.11 Outcome: A listing of all those whose decisions are needed in order to use the obtained data |
| 1.12 Process: Identify population(s) to be served | 1.12 Outcome: A listing of all population(s) to be served |
| 1.13 Process: Identify areas of concern of the population(s) to be served | 1.13 Outcome: A listing of the areas of concern of the populations to be served |
| 1.14 Process: Collect data using a systematic procedure | 1.14 Outcome: A data collection procedure and collected data |
| 1.15 Process Develop a system for utilizing the collected data | 1.15 Outcome: A data utilization system |

## 2.0 SETTING PRIORITIES

2.1 Competency required:

| |
|---|
| The counselor must be able to determine guidance priorities based on identified needs. |

2.2 Outcome-stated objective:

| |
|---|
| Establish priorities of identified guidance needs of the populations to be served based on the utilization of personnel and resources. |

| | |
|---|---|
| 2.11 Process: Organize the statement of guidance needs based on priority | 2.11 Outcome: A priority listing of guidance needs |
| 2.12 Process: Define the existing conditions and the changes that should be made as identified by the priority listing of guidance needs | 2.12 Outcome: A priority statement of the organizational structure of personnel and resources required to accomplish changes from existing to desired conditions |

## 3.0 DEVELOPING OBJECTIVES

3.1 Competency required:

| |
|---|
| The counselor must be able to formulate measurable objectives from identified needs and priorities. |

3.2 Outcome-stated objective:

| |
|---|
| Identified priority needs will be used to formulate measurable statements of purpose. |

| | |
|---|---|
| 3.11 Process: Determine the systematic approach to be used in order in classifying the types of objectives so as to achieve an economy of thought and action | 3.11 Outcome: A systematic approach for the classification of objectives |

| | |
|---|---|
| 3.12 Process: Define objectives in outcome-stated terms | 3.12 Outcome: A list of defined objectives stated in terms of pupil outcome |
| 3.13 Process: Describe conditions under which objectives can be achieved | 3.13 Outcome: A written description of the conditions under which objectives can be achieved |
| 3.14 Process: Define criteria for knowing when objectives are achieved | 3.14 Outcome: Criteria which measure the achievement of objectives |
| 3.15 Process: Establish timeline for achievement of the classified, defined, outcome-stated objectives | 3.15 Outcome: An established timeline |
| 3.16 Process: Develop or select appraisal techniques for the measurement of classified, defined, outcome-stated objectives | 3.16 Outcome: The development or selection of appraisal techniques to measure objectives |
| 3.17 Process: Develop a plan for gathering and interpreting data on the effectiveness of the objectives | 3.17 Outcome: A plan for gathering and interpreting data on the effectiveness of the objectives |

## 4.0 DEVELOPING ACTIVITIES TO ACHIEVE OBJECTIVES

4.1 Competency required:

| |
|---|
| The counselor must be able to formulate specific tasks relative to achieving objectives. |

4.2 Outcome-stated objective:

| Specific processes will be formulated which are relevant to achieving objectives. |
|---|

| | | |
|---|---|---|
| 4.11 | Process: Develop processes which will achieve defined objectives | 4.11 Outcome: A listing of processes which will achieve defined objectives |
| 4.12 | Process: Describe personnel, material, and financial resources necessary for processes to accomplish objectives | 4.12 Outcome: A written description of the personnel, material, and financial resources needed for processes to accomplish objectives |
| 4.13 | Process: Develop a sequential plan of action coordinating resources necessary, with each process on a timeline | 4.13 Outcome: A sequential plan for the coordination of the resources necessary to accomplish each process on a timeline |
| 4.14 | Process: Develop desired pupil outcome statement(s) measurable terms, for each process | 4.14 Outcome: Each process contains measurable statement(s) of desired pupil outcome |
| 4.15 | Process: Develop a review system to identify or predict the strengths and weaknesses in the procedural and implementation designs | 4.15 Outcome: A system which identifies or predicts strengths and weaknesses in procedural or implementation designs and indicates need for alternative action |

5.0 EVALUATING PROGRAM

5.1 Competency required:

| The counselor must be able to coordinate a continuing evaluation. |
|---|

5.2 Outcome-stated objective:

| The evaluation will provide indicators of program progress and/or the need for modification. |
|---|

| | | | |
|---|---|---|---|
| 5.11 | Process: Develop a specific evaluation design for the objectives of the guidance program | 5.11 | Outcome: A design for the evaluation of the objectives of the guidance program |
| 5.12 | Process: Develop a recycling plan to feed the evaluation of a given objective or process back to the needs assessment or other appropriate phase of planning | 5.12 | Outcome: A recycling plan |
| 5.13 | Process: Communicate evaluation results to decision makers in usable form | 5.13 | Outcome: A written and oral evaluation report presented to decision makers |

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# APPENDICES

# APPENDIX A

## EXAMPLES OF NEEDS ASSESSMENT INSTRUMENTS

STUDENT INVENTORY OF
GUIDANCE AWARENESS

We would like to discover the extent to which you are familiar with the guidance services offered in your school. By knowing how you feel about this phase of our school program, we shall be better able to initiate changes in areas which you indicate. Will you please respond as frankly and honestly as you are able? DO NOT PLACE YOUR NAME ON THIS INVENTORY.

DIRECTIONS: Will you please check (X) Yes or No to indicate your feelings about each question. If you feel that you cannot give a definite Yes or No answer, will you please check (X) in the space marked (?).

___Yes___No? 1. Does your school help you to consider information about yourself as it relates to your future educational and vocational plans?

___Yes___No? 2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered?

___Yes___No? 3. Have you had conferences with some one on your school staff concerning your educational and vocational plans?

___Yes___No? 4. Does the school inform your parents of your standardized test results?

___Yes___No? 5. If you had a personal problem, would you feel free to discuss it with someone on your school staff?

___Yes___No? 6. Does your school help you to understand the meaning of your standardized test scores? (Examples: school ability, achievement, and aptitude).

___Yes___No? 7. Do you have access to the information you want and need to know about the various occupations you have considered?

___Yes___No? 8. Do you know which member of your school staff is your school counselor?

___Yes___No? 9. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?

___Yes___No? 10. Has your school counselor talked with you about your future educational and vocational plans?

___Yes___No? 11. Has your school provided your parents an opportunity to discuss your educational plans?

___Yes___No? 12. Do you have access to the information you want and need about colleges and other schools which offer post high school education?

___Yes___No? 13. When you entered high school, were you helped to learn about your new school and how to get along in it?

___Yes___No? 14. Have you had an opportunity to discuss with your school counselor various approaches to solving problems with which you have been faced?

___Yes___No? 15. Are you thinking about or planning what you are going to do when you finish high school?

___Yes___No? 16. Has your school provided the opportunity for you to learn to present information about your abilities, training, characteristics, and experience to employers in a convincing manner?

___Yes___No? 17. Have your parents ever talked with your school counselor?

___Yes___No? 18. Have you been helped to plan the subjects and activities you need and want to take while you are in high school?

___Yes___No? 19. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?

___Yes___No? 20. Can you talk about your real feelings about things with your school counselor?

___Yes___No? 21. Do your teachers discuss the various occupations which are related to the subjects taught by them?

___Yes___No? 22. Do you know where your school counselor's office is located?

___Yes___No? 23. Have you been helped to decide if you have the ability to succeed in college?

___Yes___No? 24. Does your school use film-strips, films, pamphlets, books, etc., to help you understand problems of personal and social development?

___Yes___No? 25. Have your ability and achievement test results been helpful to you in your educational and vocational planning?

___Yes___No? 26. Have you received any help from your school in the improvement of your study skills and habits?

___Yes___No? 27. Have you had an opportunity to participate in group discussions about the concerns of high school students?

___Yes___No? 28. Has your school counselor discussed your ability and achievement test results with you individually?

___Yes___No? 29. Were you helped before the ninth grade to plan your high school program of courses?

___Yes___No? 30. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?

___Yes___No? 31. Has a counselor or a teacher helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?

___Yes___No? 32. Have you been satisfied with the course selections which you have made?

___Yes___No? 33. Do you feel that your school experiences have provided you with opportunities to develop self-reliance?

SCHOOL_____BOY____GIRL____GRADE_____

TEACHER INVENTORY OF
GUIDANCE AWARENESS

We would like to obtain an indication of your awareness of the guidance services in your school and the extent to which you feel they are adequate. This information should be useful in improving guidance services to students. Please be frank in your appraisal.

DO NOT PUT YOUR NAME ON THIS INVENTORY

| PART OF YOUR SCHOOL PROGRAM? | DIRECTIONS: To the left of each question mark (X) to indicate whether or not the activity is carried out in your school. To the right of each question mark (X) in the column which represents your opinion of its adequacy. | TO WHAT EXTENT? | | | | |
|---|---|---|---|---|---|---|
| | | None | Inadequate | Adequate | Too Much | ? ? ? ? ? |
| Yes___No___?__ | 1. Is an organized program of guidance available to all students? | | | | | |
| Yes___No___?__ | 2. Has the staff cooperatively planned the guidance program? | | | | | |
| Yes___No___?__ | 3. Does the school have a standardized testing program which includes both ability and achievement tests? | | | | | |
| Yes___No___?__ | 4. Have guidance services been provided to orient new students to the school? | | | | | |
| Yes___No___?__ | 5. Do you discuss with your students the vocational applications of your subject matter field? | | | | | |
| Yes___No___?__ | 6. Have the seniors developed both immediate and long-range plans? | | | | | |
| Yes___No___?__ | 7. Have you participated with the counselor and other teachers in case conferences concerning students? | | | | | |
| Yes___No___?__ | 8. Are placement services provided to assist students to obtain additional education or training? | | | | | |
| Yes___No___?__ | 9. Are organized activities provided to assist students in planning careers? | | | | | |
| Yes___No___?__ | 10. Do the cumulative records contain information about the educational and vocational plans of students? | | | | | |
| Yes___No___?__ | 11. Is individual counseling of students a part of the guidance program? | | | | | |
| Yes___No___?__ | 12. Are informational materials on education provided and effectively used by students? | | | | | |
| Yes___No___?__ | 13. Do you know the educational and vocational plans of the students in your classes? | | | | | |
| Yes___No___?__ | 14. Does the staff plan cooperatively the evaluation of the achievement of students in relation to their potential? | | | | | |

| PART OF YOUR SCHOOL PROGRAM? | CONTINUE WITH PREVIOUS DIRECTIONS | TO WHAT EXTENT? | | | | |
|---|---|---|---|---|---|---|
| | | None | Inadequate | Adequate | Too Much | ? ? ? ? |
| Yes___No___?__ | 15. Do the cumulative records contain information on the home and family background of students? | | | | | |
| Yes___No___?__ | 16. Are teacher responsibilities in the guidance program clearly defined and understood? | | | | | |
| Yes___No___?__ | 17. Are standardized test results interpreted for teacher use? | | | | | |
| Yes___No___?__ | 18. Does the administrative staff support and assist in the development of the guidance program? | | | | | |
| Yes___No___?__ | 19. Are informational materials available to students concerning personal and social development? | | | | | |
| Yes___No___?__ | 20. Are group guidance procedures used in the guidance program? | | | | | |
| Yes___No___?__ | 21. Do teachers accept and take advantage of the guidance services offered? | | | | | |
| Yes___No___?__ | 22. Do you discuss with your students the educational implications of your subject matter field? | | | | | |
| Yes___No___?__ | 23. Do the cumulative records contain information which indicate special abilities or talents of students? | | | | | |
| Yes___No___?__ | 24. Do you seek the assistance of the counselor in helping students? | | | | | |
| Yes___No___?__ | 25. Do you have an in-service education program for the staff on guidance services? | | | | | |
| Yes___No___?__ | 26. Do you make referrals of students to the school counselor? | | | | | |
| Yes___No___?__ | 27. Are the cumulative records of students accessible to teachers in your building? | | | | | |
| Yes___No___?__ | 28. Is an opportunity provided for groups of students to discuss matters of concern to them? | | | | | |
| Yes___No___?__ | 29. Are informational materials available to students concerning occupational opportunities and requirements? | | | | | |

| PART OF YOUR SCHOOL PROGRAM? | CONTINUE WITH PREVIOUS DIRECTIONS | TO WHAT EXTENT? | | | | |
|---|---|---|---|---|---|---|
| | | None | Inadequate | Adequate | Too Much | ? ? ? ? ? |
| Yes__ No__ ?__ | 30. Are counselor-parent conferences held concerning students? | | | | | |
| Yes__ No__ ?__ | 31. Do students accept and take advantage of the guidance services offered? | | | | | |
| Yes__ No__ ?__ | 32. Is help given to students in planning an educational program to meet their individual needs? | | | | | |
| Yes__ No__ ?__ | 33. Do the cumulative records show an educational growth pattern of students? | | | | | |
| Yes__ No__ ?__ | 34. Do you hold conferences with parents concerning their children? | | | | | |
| Yes__ No__ ?__ | 35. Are organized activities provided to assist students in developing good study habits? | | | | | |
| Yes__ No__ ?__ | 36. Are teachers provided with summaries of important data from records and tests? | | | | | |
| Yes__ No__ ?__ | 37. Are parents informed of their childrens' standardized test results? | | | | | |
| Yes__ No__ ?__ | 38. Have students made realistic course selections in relation to their abilities and interests? | | | | | |
| Yes__ No__ ?__ | 39. Do the cumulative records contain anecdotal reports or summaries of student progress written by teachers? | | | | | |
| Yes__ No__ ?__ | 40. Does the guidance program include research and evaluation studies? | | | | | |

COUNSELOR QUESTIONNAIRE

Name_____ School_____

Part I

1. Number of periods per day you are scheduled for:
   A. Guidance _____
   B. Other_____ _____
2. Number of pupils assigned to you _____

| | Yes | No |
|---|---|---|
| 3. Do you have a private office? | _____ | _____ |
| 4. Do you have an outside phone of your own? | _____ | _____ |
| 5. Do you have a typewriter of your own? | _____ | _____ |
| A. If no, do you need one? | _____ | _____ |
| 6. How many class periods of paid clerical help per week do you now have? | | _____ |
| 7. Have you worked on any guidance research or follow-up studies at your school within the last year? | _____ | _____ |

Part II

In column A please check those duties that you now perform.
In column B please check only those duties you now perform that you feel are not the functions of a counselor and could be performed by other personnel.
In column C check only those duties you feel should be done, but you are not able to do at this time.

Administrative

| | A | B | C | |
|---|---|---|---|---|
| 1. | _____ | _____ | _____ | Check absentees |
| 2. | _____ | _____ | _____ | Substitute for absent teachers |
| 3. | _____ | _____ | _____ | Select students with special aptitudes, abilities and skills |
| 4. | _____ | _____ | _____ | Supervise posting of daily and semester record attendance on office forms |
| 5. | _____ | _____ | _____ | Prepare permanent record cards |
| 6. | _____ | _____ | _____ | Adjust student programs to equalize class loads |
| 7. | _____ | _____ | _____ | Approve course changes |
| 8. | _____ | _____ | _____ | Admit new students with transfers |
| 9. | _____ | _____ | _____ | Evaluate credits of new students |
| 10. | _____ | _____ | _____ | Initiate referrals to special services (Attendance, Teacher, Psychological Clinic, Attendance Department, etc) |
| 11. | _____ | _____ | _____ | Check credits for graduation and promotion |

Working with Individual Students

| | A | B | C | |
|---|---|---|---|---|
| 12. | _____ | _____ | _____ | Help students adjust to school |
| 13. | _____ | _____ | _____ | Assist students with course plans |
| 14. | _____ | _____ | _____ | Assign students to classes |
| 15. | _____ | _____ | _____ | Assist students with occupational plans |
| 16. | _____ | _____ | _____ | Counsel students regarding personal problems |
| 17. | _____ | _____ | _____ | Assist with future educational plans |
| 18. | _____ | _____ | _____ | Gather information about students |
| 19. | _____ | _____ | _____ | Keep data on students with special talents |
| 20. | _____ | _____ | _____ | Assist students who are failing course work |
| 21. | _____ | _____ | _____ | Discipline students |
| 22. | _____ | _____ | _____ | Render first aide |
| 23. | _____ | _____ | _____ | Transport sick or injured students to their homes for medical help |

Working with Groups

| | A | B | C | |
|---|---|---|---|---|
| 24. | _____ | _____ | _____ | Lead group orientation classes |
| 25. | _____ | _____ | _____ | Teach Occupational Planning and/or Life Adjustment classes |
| 26. | _____ | _____ | _____ | Lunchroom duty |

Testing Work

| | A | B | C | |
|---|---|---|---|---|
| 27. | _____ | _____ | _____ | Administer group tests |
| 28. | _____ | _____ | _____ | Record results of group tests |
| 29. | _____ | _____ | _____ | Interpret test results to students in groups or individually |

Working with Teachers

| | A | B | C | |
|---|---|---|---|---|
| 30. | _____ | _____ | _____ | Interpret school policies to teachers |
| 31. | _____ | _____ | _____ | Interpret test results to teachers |
| 32. | _____ | _____ | _____ | Assist teachers with student problems |
| 33. | _____ | _____ | _____ | Assist teachers with in-school placement of students |
| 34. | _____ | _____ | _____ | Conduct case conferences with teachers and specialists |

Working with Other Counselors

| | A | B | C | |
|---|---|---|---|---|
| 35. | _____ | _____ | _____ | Plan the school's guidance program |
| 36. | _____ | _____ | _____ | Assist other counselors with serious problem cases |
| 37. | _____ | _____ | _____ | Sit in on case conferences with other counselors |
| 38. | _____ | _____ | _____ | Coordinate services at secondary level (Jr. and Sr. High School) with services at the elementary, trade school, and college level |

Working with Administrative Officers

| | A | B | C | |
|---|---|---|---|---|
| 39. | _____ | _____ | _____ | Plan guidance activities with administrative officials |
| 40. | _____ | _____ | _____ | Help administrators collect, tabulate, and interpret significant information |
| 41. | _____ | _____ | _____ | Serve on committees (research, planning) |

Working with Parents

| | A | B | C | |
|---|---|---|---|---|
| 42. | _____ | _____ | _____ | Consult with parents of failing students |
| 43. | _____ | _____ | _____ | Consult with parents concerning student behavior |
| 44. | _____ | _____ | _____ | Consult with parents concerning vocational and educational plans of students |
| 45. | _____ | _____ | _____ | Refer parents to community social agencies or private professional help |

Occupational and Educational Information

| | A | B | C | |
|---|---|---|---|---|
| 46. | _____ | _____ | _____ | Organize Career and/or College Days |
| 47. | _____ | _____ | _____ | Conduct Career Days |
| 48. | _____ | _____ | _____ | Secure occupational information |
| 49. | _____ | _____ | _____ | Secure armed service materials |
| 50. | _____ | _____ | _____ | File occupational and educational information |

Placement

| | A | B | C | |
|---|---|---|---|---|
| 51. | _____ | _____ | _____ | Assist in securing jobs for students |
| 52. | _____ | _____ | _____ | Give information about work permits |
| 53. | _____ | _____ | _____ | Give information about obtaining social security cards |

Other Duties

| | A | B | C | |
|---|---|---|---|---|
| 54. | _____ | _____ | _____ | Issue free bus tickets and/or lunch, identification, bus cards |
| 55. | _____ | _____ | _____ | Issue illness, library and other passes |
| 56. | _____ | _____ | _____ | Others (List) |
| | _____ | _____ | _____ | |
| | _____ | _____ | _____ | |
| | _____ | _____ | _____ | |

GUIDANCE: CHECKLIST FOR THE DIRECTOR OF GUIDANCE SERVICES

(Circle the answer considered appropriate)

The Guidance Supervisor or Director has:

1. the qualifications prescribed for a director or supervisor as stated in the regulations for State Certification..... Yes No
2. submitted for approval and published a description of the over-all organization and operation of the school system's guidance program..... Yes No
3. published a description of the organization and operation of the guidance program in the high school..... Yes No
4. published a description of the organization and operation of the guidance program in the junior high school or equivalent grades..... Yes No
5. published a description of the organization and operation of the guidance program in the elementary school grades..... Yes No
6. co-operated with the school superintendent and the principal in the selection of qualified guidance personnel..... Yes No
7. prepared and submitted budgetary recommendations pertinent to the guidance program ..... Yes No
8. planned and made recommendations for the provision for adequate physical quarters and equipment for the guidance program..... Yes No
9. studied and made recommendations concerning the need for clerical personnel to serve the guidance program..... Yes No
10. properly supervised guidance personnel in performing their assigned responsibilities..... Yes No
11. evaluated the work of guidance personnel..... Yes No
12. evaluated the outcomes of the guidance program as related to its objectives..... Yes No
13. adopted and pursued a planned procedure for in-service training and staff meetings of all guidance personnel..... Yes No
14. submitted annual reports concerning the total guidance program..... Yes No
15. provided supervisory controls and reporting methods for all guidance personnel..... Yes No
16. organized, planned, and recommended adoption of a guidance program cumulative record or inventory system..... Yes No
17. planned the procurement of essential occupational and training information materials..... Yes No
18. planned, recommended, and operated a guidance program, school-separation procedure which is a preliminary for granting work or other school-leaving permits to school-leavers and drop-outs... Yes No

19. recommended to the superintendent educational programs and service changes and improvements which might promote the operations of the guidance program..... Yes No
20. made reports and recommendations based upon community occupational surveys, cumulative record or individual inventory summaries, placement results, and follow-up studies..... Yes No
21. worked with each school principal to provide a definite guidance program schedule..... Yes No
22. worked with all teachers to effect plans for co-ordinating guidance and teaching activities..... Yes No
23. worked with school service personnel other than teachers to bring about a plan for co-ordinating guidance and school service activities..... Yes No
24. established contacts with the community's specialised agencies to assure that pupils have ready availability to services not customarily provided by the school program..... Yes No
25. planned and operated a program of public relations favorable to the guidance program..... Yes No
26. advised parents of the services available through the guidance program..... Yes No
27. planned guidance procedures calculated to assist pupils in transitions from one school to another.. Yes No
28. planned a guidance program schedule which provides opportunities for guidance personnel to make contacts with personnel in post-secondary educational institutions, business, industry, youth-serving organizations, and professional groups..... Yes No
29. co-operated with the faculty and staff in planning curricular, extra-curricular, and inservice activities that support the guidance program..... Yes No
30. become a member of professional guidance associations..... Yes No

## GUIDANCE CHECK LIST FOR THE SCHOOL PRINCIPAL

(Circle the answer considered appropriate)

The School Principal has:

1. recognized that guidance activities are unique and distinctly different from teaching and administrative activities..... Yes No
2. visited and observed the guidance programs of other schools..... Yes No
3. joined the superintendent of schools and the guidance director in planning the guidance program..... Yes No
4. joined with the superintendent and guidance director in selecting guidance personnel..... Yes No
5. developed a procedure for clearing all entering and leaving pupils through the guidance office..... Yes No
6. strictly adhered to the practice of separating disciplinary and attendance duties from those of guidance..... Yes No
7. assisted in creating good public relations for the guidance program..... Yes No
8. referred parents for conferences with guidance service personnel..... Yes No
9. arranged a program of in-service guidance training to help teachers understand the guidance program..... Yes No
10. urged the whole school staff to make use of and contribute to the guidance program..... Yes No
11. assigned teachers to activities which support the guidance program..... Yes No
12. conducted teachers' meetings, conferred with teachers individually, and published materials for the purpose of having the school staff thoroughly understand the guidance program..... Yes No
13. made scheduled provisions that make it possible for each teacher and staff member to confer at regular intervals with guidance personnel..... Yes No
14. given attention to educational changes indicated by summaries of pupil inventories and follow-up studies.. Yes No
15. added services which support the guidance program..... Yes No
16. made administrative provision for such supporting activities and programs as:
    - A. Career Day Programs..... Yes No
    - B. Overall Testing..... Yes No
    - C. Career Group Programs..... Yes No
    - D. Field Visits..... Yes No
    - E. Curricula Units in Courses..... Yes No
    - F. Work Experience Programs..... Yes No
17. joined the guidance director in planning a pupil cumulative record or inventory which can be used for administrative as well as guidance purposes..... Yes No
18. joined with the guidance director in making requisitions for guidance materials..... Yes No

19. kept guidance time assignments of counselors inviolable by refraining from reassigning them to other than guidance activities..... Yes No
20. recognized the need for flexibility in guidance personnel schedules so as to permit guidance activities performed away from school..... Yes No
21. arranged schedules to make it possible for guidance activities to operate..... Yes No
22. arranged pupils' schedules so that all may have the advantages of guidance services..... Yes No
23. extended the school schedule to allow guidance personnel to have evening office hours in which to confer with parents, graduates, and former pupils..... Yes No
24. joined the guidance director in providing a plan for educational guidance of pupils in feeder schools..... Yes No
25. arranged a schedule which will permit pupils to study guidance materials in the guidance office..... Yes No
26. recognized the need for schedule provisions which permit guidance personnel to make post-secondary school college admissions, and scholarship contacts..... Yes No
27. made provision for evening meetings to orient parents concerning educational plans for their children..... Yes No
28. recognized the need for schedule provisions which permit guidance personnel to make placement contacts... Yes No
29. assisted the guidance director in organizing and operating a follow-up activity..... Yes No
30. joined guidance personnel in studies which will gather from college officials, graduates' successes and failures in further education, and from employers, graduates' successes and failures in jobs..... Yes No
31. co-operated with the guidance director in supervision and evaluation of the guidance program..... Yes No
32. joined guidance personnel in administrative recommendations for improvement, extension, and expansion of guidance services..... Yes No

Appendix B

National Study of Guidance

CRITERION VARIABLES FOR THE
EVALUATION OF GUIDANCE PRACTICES

A Taxonomy of Guidance Objectives

# INTRODUCTION

The effectiveness of guidance practices in the secondary school can be estimated only in terms of the behavior of students. Behavior is interpreted to mean manifestations of those knowledges, skills, and attitudes that can be observed and reported by others, or that can be self reported by the student. The relevance of behavioral criteria to guidance practices is a crucial consideration in the evaluation process. Criteria are relevant where they describe the kinds of outcomes that specified guidance practices may reasonable be expected to influence. These expectations may be expressed as the goals or objectives of guidance practices and the criteria become the standard to estimate the degree of achievement of such goals. The establishment of evaluative criteria, then, requires three procedural steps:

1. The specification of guidance objectives;
2. The translation of the objectives into expected behavioral outcomes; and
3. The identification of methods and instruments for the measurement and reporting of relevant behavioral manifestations.

Two major issues exist in the specification of guidance objectives. The first issue grows out of the idiosyncratic-nomothetic controversy. Applied to the problem of specifying guidance objectives this controversy centers around the issue of whether universally applicable objectives can be formulated (1) with sufficient specificity for research and (2) which will retain the individual emphasis of guidance. The formulation presented here is an attempt to satisfy all three conditions. The goal is to specify objectives which are universally applicable by the test of social desirability and individual development needs. Such a formulation of objectives does not constitute an all inclusive list of guidance objectives, rather those objectives are emphasized which cover the major portion of guidance activities and a substantial majority of students. Highly specific and unique needs of students served by equally unique and individualized guidance activities may by virtue of their uniqueness require individualized objectives which are not applicable to large aggregates of students.

The second issue concerns the ability to isolate and state universally applicable objectives that may be identified with the guidance function to the exclusion of other organized or incidental agents of behavior change. Guidance, as a function of education, has many common objectives with the school as a total unit. Likewise the family, the church, and many other units of society undoubtedly influence behavior change related to the objectives of guidance. The basic premise of the objectives presented in this report is that the objectives formulated are the primary purposes of guidance while they are only secondary or incidental purposes of other groups. It is then assumed that guidance represents the only systematic and organized effort in our society to achieve the stated objectives. It should be recognized, however, that many students may satisfactorily achieve some of the guidance objectives without the benefit of organized guidance activities. The research hypothesis is then relative rather than an all or none position. The basic hypothesis would be that students who have access to guidance activities achieve the guidance objectives in greater numbers than those who do not have the the benefit of these activities.

The classification of guidance objectives, for research and program purposes, should provide a structure which defines the scope, content, and where appropriate the sequence of expected outcomes. The classification scheme used in the current proposal attempts to identify the major areas of objectives in terms of the primary guidance related developmental and problem needs of students, i.e., educational, vocational, and social. The major areas of objectives are referred to as the educational domain, the vocational domain, and the social domain. Within each domain objectives are classified in a hierarchy. This sequential classification may permit the specification of immediate, intermediate and long range objectives of the guidance process, thus providing a basis for a longitudinal study of behavior change from the point of initial awareness to the point of behavior integration. The designations for the major categories within the three developmental levels are shown in the following outline.

## Major Categories of Guidance Objectives

1.0 Perceptualization Objectives -- awareness and differentiation.

- 1.1 Environmental Orientation -- educational, vocational, and social.
- 1.2 Self Orientation -- abilities, limitations, identity, feelings, and motivations.

2.0 Conceptualization Objectives -- relationships, prediction, evaluation and action.

- 2.1 Directional Tendencies -- decisions, plans, interest development and value strengths.
- 2.2 Adaptive and Adjustive Behavior -- educational, vocational, and social.

3.0 Generalization Objectives -- consistency, commitment, effectiveness, and autonomy.

- 3.1 Accommodation -- ability to cope with cultural and environmental demands.
- 3.2 Satisfaction -- internal interpretations of environmental transactions.
- 3.3 Mastery -- congruency of expected or predicted achievement with actual achievement.

## Explanation of Major Categories of Objectives

### 1.0 Perceptualization

Objectives at this level emphasize knowledge of skills in, and attention to selected aspects of environment and self. Knowledge and skills relevant to guidance are those needed by the individual in making educational, vocational, and social decisions and in coping with the demands of his school and social environment. Attention is considered to be the first step toward the development and reassessment of interests, attitudes, and values. Outcomes at the perceptualization level should be reflected in accuracy of perceptions, ability to differentiate, and skills necessary to perform functions expected in the educational, vocational, and social areas. Objectives at this level can be classified under two major categories: 1.1 Environmental Orientation, and 1.2 Self Orientation.

Objectives classified as 1.1 Environmental Orientation include the acquisition of knowledge and skills needed to make educational, vocational, and social decisions and to cope with the demands of the educational, vocational and social environment. These objectives are essentially cognitive in nature and are not necessarily internalized to the point of being reflected in the performance behavior of the individual. For example, an individual may know how to study but it does not necessarily follow that he will apply this knowledge in his study behavior. Likewise a student may know that the school regulations prohibit smoking on the school premises, but he may choose to ignore this knowledge in his behavior. On the other

hand, such knowledge and skills are prerequisites to behavior requiring them. Thus, the acquisition of knowledge and skills required to make guidance related decisions and to cope with environmental demands becomes the first step in the development of such behavior regardless of whether subsequent internalization emerges. A primary and universally applicable goal of guidance is the development of knowledge and skills to enable the student (1) to understand and to meet the expectations of his school and social environment, and (2) to recognize the values underlying the limits of acceptable behavior.

Objectives classified as 1.2 Self Orientation include the development of accurate perceptions of self. An important aspect of an accurate awareness of self is the knowledge of abilities, aptitudes, interests, and values which characterize the individual. An integral part of self identity is the student's ability to understand and accept the ways in which he is alike and different from other individuals. Attention to the educational, vocational, and social decisions and demands relevant to immediate adjustment and future development is a prerequisite to an understanding of the relationship between self and environment. An awareness and perhaps an understanding, of feelings and motivations is closely associated with self evaluation of behavior, the formation of attitudes and values, and voluntary, rationally based, modification of behavior. The goal of guidance then is to help the individual make a more accurate assessment of self so that he can realistically relate to his environment in his decisions and actions. Within these dimensions of self, the guidance concern is with decision-making and coping behavior in the educational, vocational, and social environment.

## 2.0 Conceptualization

Objectives at this level emphasize action based upon relationships between perceptions of self and perceptions of environment. The types of action sought are categorized into guidance related (1) decisions, and (2) adaptive and adjustive behavior. The general goal of guidance, at this level of development, is that each individual will (1) make choices, decisions, and plans which will move him in a direction of maximum probability for development of his potential; (2) take action necessary to implement such plans; and (3) develop behavior consistent with the demands of his school and social environment. The two major classifications of conceptualization objectives are 2.1 Directional Tendencies, and 2.2 Adaptive and Adjustive Behavior.

Those objectives which relate to movement toward socially desired goals, consistent with predicted potential for development, have been classified as 2.1 Directional Tendencies. These objectives reflect those choices, decisions, and plans which the individual is expected to make in ordering the course of his educational, vocational, and social growth. The achievement of objectives at the 1.0 perceptual level is deemed a prerequisite to the pursuit of objectives in this category, although the need to make choices and decisions may provide the initial stimulus to consider the perceptual objectives. For example, a ninth grade student may be required to make curricular choices which have a bearing upon post high school education and general vocational aspirations. The need to make a choice at this point may stimulate an examination of both environmental and self perceptions, and a careful analysis of the relationships between the two, before the immediate problem of a curricular choice can be solved. To this extent then the interrelationship and interdependence of the perceptual and conceptual objectives precludes the establishment of mutually exclusive categories. Furthermore the concept of a developmental sequence suggests this

type of interrelationship. Any educational, vocational, or social choice which may determine the direction of future development is considered here to represent a directional tendency on the part of the individual, and objectives related to such choices are so classified.

The expected emergence of increased stability of interests (2.13) and the strengthening of value patterns (2.14) constitute additional sub-categories of directional tendencies. Persistent attention to particular persons, activities or objects in the environment, to the exclusion of others (selective attention), suggests the development of interests through an evaluation of the relationships of self to differentiated aspects of the environment. Complementary to objectives reflecting interest development are those which relate to the intermediate phase of the process of internalization of social values. Here the student is expected to show increased consistency in placing worth or importance upon particular behavior which is valued socially. In a sense the maturation of interests represents the development of educational and vocational individuality, while the formation of value patterns represents social conformity within normative tolerances. Objectives of guidance in these sub-categories include consistency in the expression of interests and values, and the manifestation of behavior compatible with the emerging interest and value patterns. For example, the high school student who manifests increasing and persistent interests (measured or expressed) in persons, activities, and objects of a mechanical nature would be expected to relate these interests to curricular and extra-curricular activities, and to vocational aspirations. He would be expected to develop a concept of self consistent with these interests and to place increasing importance or value on behaviors, such as educational achievement, which will lead to the development of related knowledges and skills, and to the ultimate achievement of vocational aspirations. The emphasis is upon achieving increased consistency and strength of interests and values over a period of time, rather than the incidental or occasional manifestations of an immediate interest or value with little or no long range impact upon the behavior of the student in the sense of a directional tendency.

The second major category of objectives at the conceptualization level includes those related to the application of self-environment concepts in coping with environmental presses and in the solution of problems arising from the interaction of the individual with his environment. Guidance objectives covering this area of functioning are designated as 2.2 Adaptive and Adjustive Behavior.

Adaptive Behavior refers to the ability and skill of the individual in the management of his school and social environment (within normative tolerances) to satisfy self needs, to meet environmental demands, and to solve problems. There are two major types of adaptive behavior relevant to guidance goals. First, the individual may, within certain prescribed limits, control his environmental transactions by selection. For example, if he lacks the appropriate social skills he may avoid social transactions which demand dancing, and choose those where his existing abilities will gain the acceptance of the social group. Second, the individual may be able to modify the environment to meet his needs and certain external demands. For example, the student who finds sharing a room with a younger sibling disruptive to studying at home may be able to modify this situation by persuading his parents to provide him with a more suitable place to do his work.

Adjustive Behavior refers to the ability and flexibility of the individual in modifying his behavior to meet environmental demands, and to solve problems. Such behavior modification may include the development of new abilities or skills, a

change of attitudes, or a change in method of operation or approach to the demand situation. In the examples of adaptive behavior the student might use adjustive behavior by learning to dance rather than avoiding this demand situation and he might change his study pattern so that the conflict with other members of the family would be eliminated.

The basic guidance objective in this area is that the individual be able to demonstrate adaptive and adjustive behavior in coping with school and social demands, and in solving problems which restrict his ability to meet such demands. The objective may be achieved by the application of existing abilities or by learning new ways of coping with the demands. Regardless of how a particular individual achieves the objective, and whether adaptive or adjustive behavior or both are utilized, may be relatively unimportant to the overall consideration. The basic question is whether those who have access to particular guidance processes achieve it in greater numbers than those who do not.

## 3.0 Generalization

Objectives at the generalization level imply a high level of functioning which enables the individual to (1) accomodate environmental and cultural demands, (2) achieve personal satisfaction from environmental transactions, and (3) demonstrate competence through mastery of specific tasks and through generalized contributions consistent with estimated potential for achievement. Behavior which characterizes the achievement of generalization level objectives may be described as purposeful and effective by self or intrinsic standards and by societal or extrinsic criteria. The individual should demonstrate behavioral consistency, commitment to purpose, and autonomy in meeting educational, vocational and social demands. This, then, is the kind of person who is relatively independent and predictable. The guidance objectives at this level are classified as 3.1 Accommodation, 3.2 Satisfaction, and 3.3 Mastery. The concept of sequential and positive progress implies a constant process internalization, including applicational transfer of behavior and a dynamic, rather than a static, condition in the achievement of goals. Thus the achievement of generalization objectives may be interpreted as positive movement toward the ideal model of the effective man without assuming that any given individual will ever fully achieve the ideal. Objectives structured for research purposes, to be consistent with this concept, are intended to reflect behavior indicative of positive movement toward the ideal and hopefully do not represent a final end result or outcome.

The 3.1 accommodation objectives relate to behavior indicative of ability to solve problems and cope with environmental demands with consistency and minimum conflict. To accommodate the cultural and environmental demands, the individual must make decisions and take action within established behavioral tolerances. Applicational transfer of adaptive and adjustive behavior, learned in other situations and under other circumstances, to new demand situations is inferred by the nature of the objectives classified in this category. Operationally the achievement of accommodation objectives can probably best be evaluated by the absence of or the reduction of unsatisfactory coping behavior. The wide range of acceptable behavior in many situations suggests that the individual who performs within that range has achieved the accommodation objectives for a particular demand situation, while if he is outside that range he has not achieved these objectives. For example, the student is expected to attend class, to turn in class assignments, and to respect the

property rights of others. If there is no record of excessive absences, failure to meet teacher assignment schedules, or violation of property rights, it is assumed that he is accommodating those demands within normative tolerances. In a sense, the objectives in this category represent the goal that individual behavior conform to certain limits of societal expectancy, while the other categories of generalization objectives tend to be more self-oriented. The achievement of 3.1 accommodation objectives may provide evidence or inferences regarding the congruence of individual values with cultural values. Caution should be exercised in drawing such inferences, however, because the individual may demonstrate relative harmony externally but have serious value conflicts which do not emerge in observable behavior.

The 3.2 satisfaction objectives reflect the internal interpretation which the individual gives to his environmental transactions. His interests and his values serve as the criteria for evaluating the decisions made and the actions taken educationally, vocationally, and socially. Although, the evaluations of parents, peers, and "authority figures" may influence the individual's interpretations (satisfaction) these objectives consistent with the guidance function should include the internal (individual's) evaluation of educational, vocational, and social affiliations, transactions, and adjustments in terms of personal adequacy, expectations, and congruency of perceived, with ideal life style. Expressed satisfaction as well as, behavioral manifestations from which satisfaction may be inferred, such a persistence, would seem to be appropriate criterion measures. Also, congruency between measured interests and voluntarily chosen educational, vocational, and social activities should be considered.

The 3.3 mastery objectives include the more global aspects of achievement and general contributions. Longer range goals encompassing larger areas of achievement are emphasized here rather than the numerous short range achievements that may be required to reach the larger goal. For example, graduation from high school would be an objective at this level, while success in specific courses needed for graduation from high school would appear at the 2.2 level. Vocational success, ranging from the basic consideration of obtaining employment to the more complex criteria of vocational progression and distinguished contributions, is included in this category. In the social area objectives relate to the adjustment and contributions of the individual with respect to family and community life. All of the objectives in this category are framed in the context of the estimated potential for achievement. Therefore, criteria for the estimation of achievement of the 3.3 mastery objectives should be in terms of the congruency of expected or predicted achievement with actual achievement. For example, a mastery objective in the educational area might be achieved by high school graduation by one student, while graduate work at the university level might be the expected achievement level for another student.

Guidance Objectives and Criteria*
Educational Domain

1.0 Perceptualization Objectives

1.1 To develop an awareness of the educational setting.

The goal is for the student to become knowledgeable about the educational setting within which he operates. It has references to the school's physical setting, academic programs, extra-curricular activities, and established rules governing student conduct. The emphasis is on ability to differentiate courses and activities on the basis of their content and required skills.

1.11 Objective: For the student to become aware of the school physical plant.
Criteria: Knowledge of the school's floor plan (rooms numbered 100 on first floor, 200 on second, etc.), administrative and student service offices, and classrooms which he will be using.

1.12 Objective: For the student to become aware of the requirements for graduation.
Criteria: Knowledge of the requirements for graduation.

1.13 Objective: For the student to become aware of the curriculum alternatives open to him and the educational and vocational goals to which they lead.
Criteria: Knowledge of the curriculum alternatives offered by the school and the educational and vocational goals to which they lead.

1.14 Objective: For the student to become aware of the abilities needed for effective functioning in each curriculum alternative.
Criteria: Knowledge of the abilities needed for effective functioning in each curriculum alternative.

1.15 Objective: For the student to become aware of elective courses and extra-curricular activities that are available to him.
Criteria: Knowledge of elective courses and extra-curricular activities that are available.

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* The objectives and criteria presented in this section are examples only and are subject to modification, particularly with respect to scope and specificity.

1.16 Objective: For the student to become aware of the differences between available curriculums (types of courses studied, skills needed, and direction each leads).
*Criteria:* *Ability to contrast the differences between available curriculums (types of courses, skills needed, and direction each leads).*

1.17 Objective: For the student to become aware of expected role behavior in the school setting.
Criteria: Knowledge of established rules governing student behavior in the classrooms, halls, and in extra-curricular activities.

1.2 To develop an awareness of self in the educational setting.

The goal is for the student to develop an accurate perception of himself in his educational environment. The emphasis is on self-understanding of abilities, limitations, and motivations. As a result of these understandings the student can begin to identify with the school in general and a curriculum in particular.

1.21 Objective: For the student to become aware of his academic abilities.
Criteria: Knowledge of academic strengths as measured by a standardized test and clarification of past academic achievements.

1.22 Objective: For the student to become aware of his particular academic limitations.
Criteria: Knowledge of academic weaknesses as measured by a standardized test and clarification of past academic failures.

1.23 Objectives: For the student to become aware of his educational interests.
Criteria: Ability to communicate his feelings about the goals related to the different curriculum.

2.0 Conceptualization Objectives

2.1 To develop an accurate concept of self in the educational setting.

The goal is for the student to synthesize facts and knowledge pertaining to himself and the educational setting into a rational and useful order. This conceptualization will enable the student to make decisions, formulate plans, and acquire value patterns pertaining to education. These decisions, plans, and value patterns should move the student in a direction that is consistent with his interests and abilities and within the normative tolerances of his society.

2.11 Objective: For the student to decide on a curriculum that is consistent with his ability and interests.
Criteria: Declared choice of a curriculum that is consistent with the student's measured ability and past achievement.

2.12 Objective: For parents to formulate educational expectations for their child that are consistent with his ability and interests.
Criteria: Parental agreement on the curriculum and long range educational goals consistent with their child's choice, and measured ability, and past achievement.

2.13 Objective: For the student to decide on electives that are consistent with his ability, interests, and tentative future goals.
Criteria: Declared choice of electives that are consistent with the student's measured ability and past achievement, measured and claimed interests, and claimed future goals.

2.14 Objective: For the student to decide on extra-curricular activities that are consistent with his interests and abilities.
Criteria: Declared choice of extra-curricular activities that are consistent with the student's claimed interests and his ability to perform at a level whereby he can achieve satisfaction.

2.15 Objective: For the student to develop an attitude that maximum school achievement (consistent with his ability) is important.
Criteria: Achievement of grades that are consistent with the student's measured ability.

2.2 To develop an effective organization of work toward the achievement of educational goals.

The goal is for the student to develop adaptive and adjustive behaviors. These behaviors emphasize harmonious relationships which the student achieves with his environment through skill, judgment and flexibility. While these behaviors are somewhat complementary they can be differentiated in terms of the techniques used to achieve the harmonious relationship. Adaptive behavior implies manipulation of the environment and adjustive behavior implies the modification of personal behavior patterns to fit the existing conditions. The acquisition of these behaviors will enable the student to meet changing environmental demands and to perform at a level consistent with his ability.

2.21 Objective: For the student to become competent in skills that are needed for achievement consistent with his ability.
Criteria: Demonstrated mastery of skills needed for achievement consistent with the student's measured ability.

2.22 Objective: For the student to become efficient in meeting the demands of school assignments.
Criteria: Demonstrated efficiency in school assignments.

2.23 Objective: For the student to give sustained attention to meeting the demands of the school.
Criteria: Manifestation of persistence of effort and willingness to meet school demands.

2.24 Objective: For the student to identify with and conform (within normative tolerances) to the organized structure of the school community.
Criteria: Behavior consistent with specified expectancies (attendance, procedures, order, etc.)

3.0 Generalization Objectives

3.1 To cope constructively with the demands of the educational environment.

The goal is for the student to develop and to use consistently effective coping behaviors in response to educational demands. This implies a certain degree of conformity to school regulations and a display of of effort with respect to academic achievement. It does not, however, mean total submission by the student, but does emphasize acceptable methods for reconciling differences.

3.11 Objective: For the student to take responsibility in meeting the demands of school.
Criteria: Increased participation in school activities, lack of excessive absences, and completion (on time) of class assignments.

3.12 Objective: For the student to take responsibility for adhering to school regulations.
Criteria: Absence of violation reports.

3.13 Objective: For the student to effectively handle school frustrations.
Criteria: Demonstration of perseverance toward previous chosen educational goals in the face of obstacles.

3.14 Objective: For the student to be able to express independent views in an acceptable fashion.
Criteria: Constructive examination of conflicting views without destructive emotional involvement or anti-social behavior.

3.2 To attain personal satisfaction from educational experiences.

The goal is for the student to interpret his school involvement as meaningful and satisfying to him. This implies involvement that is consistent with his ability and interests so success is probable. The probability of success promotes perseverance toward chosen goals and

brings satisfaction from the striving. Thus satisfaction is not solely dependent on the attainment of chosen goals, but arises also from the student's interpretation that success is probable.

3.21 Objective: For the student to have congruence between his educational level aspirations and his measured ability and past achievement.
Criteria: Expressed educational level aspirations that are congruent with measured ability and past achievement.

3.22 Objective: For the student to have congruence between his chosen school activities and measured and claimed interests.
Criteria: Chosen school activities that are congruent with measured and claimed interests.

3.23 Objective: For the student to place high priority on educational achievements.
Criteria: Expressed and measured value on educational pursuits.

3.24 Objective: For the student to demonstrate self confidence in his educational goals.
Criteria: Expressed self confidence and persistence in working toward educational goals.

3.3 To work toward and realize chosen educational plans.

The goal is for the student to follow through and complete his long range educational plans. Implicit in this goal is the constant striving toward new educational goals that are consistent with the student's ability. Thus high school graduation is not an end in itself but the mastery of one educational goal which leads to new goals.

3.31 Objective: For the student to complete his chosen curriculum.
Criteria: Graduation from high school.

3.32 Objective: For the student to pursue further education (after high school) consistent with his measured ability, past achievement, and interests.
Criteria: Pursuance of further education that is consistent with the student's measured ability, past achievement, and interests.

## 1.0 Perceptualization Objectives

### 1.1 To develop an awareness of the world of work.

The goal is for the student to become conscious of the various "life styles" associated with the world of work. Life styles pertain to a set of standards and practices (roles if you wish) that dominate and regulate the more important behaviors of a person during a considerable period of his life. It also has reference to occupational mobility patterns, stability of the occupation, and rewards. It is essential that the student be able to differentiate occupational levels (unskilled, semi-skilled, professional) on the basis of the life style associated with each.

1.11 Objective: For the student to become aware of the training requirements and needed skills at different occupational levels.
Criteria: Knowledge of the training requirements and needed skills at different occupational levels.

1.12 Objective: For the student to become aware of the economic and social rewards at different occupational levels.
Criteria: Knowledge of the range of salaries at different occupational levels.

1.13 Objective: For the student to become aware of the work roles and social roles expected at different occupational levels.
Criteria: Knowledge of the work roles and social roles typical of persons in the different occupational levels.

1.14 Objective: For the student to become aware of differences between necessary skills and expected role behaviors at different occupational levels.
Criteria: Ability to contrast the necessary skills and expected role behaviors (just noticeable differences in them) at different occupational levels.

1.15 Objective: For the student to become aware of the concept of work in our society, the occupational structure, and significant trends.
Criteria: Knowledge of societal work values, the basic occupational structure, and pertinent trends (particularly opportunities).

### 1.2 To develop an accurate occupational self-percept.

The goal is for the student to develop an accurate perception of himself in relation to the "world of work." The emphasis is upon the student's understanding of his abilities, limitations and motivations. As a result of these understandings the student can begin to identify with an occupational level by perceiving his desired "life style" in relation to that typical of an occupational level.

1.21 Objective: For the student to become aware of his particular occupational abilities, interests, and potentialities.
Criteria: Knowledge of his particular occupational abilities, interests, and potentialities.

1.22 Objective: For the student to become aware of his particular occupational limitations.
Criteria: Knowledge of his particular occupational limitations.

1.23 Objective: For the student to become aware of his attitudes and emerging values toward the various social roles and work roles required at different occupational levels.
Criteria: Ability to communicate his feelings about the different "life styles" associated with occupational levels.

2.0 Conceptualization Objectives

2.1 To develop an accurate concept of self in relation to the work world.

The goal is for the student to synthesize facts and knowledge pertaining to himself and the work world into a rational and useful order. This conceptualization enables the student to make decisions, formulate plans, and acquire value patterns pertaining to his future occupation. These decisions, plans, and value patterns should move the student in a direction that is consistent with his interests and abilities and within the normative tolerances of his society.

2.11 Objective: For the student to make a tentative choice of an occupational area that is consistent with his interests and abilities.
Criteria: Expressed tentative occupational choice that is consistent with measured ability, past achievement and current interests (expressed and measured).

2.12 Objective: For parents to formulate occupational expectations for their child that are consistent with his abilities and interests.
Criteria: Parental agreement with their child's tentative choice of an occupation consistent with his ability, achievement, and interests.

2.2 To develop an effective organization of work toward the achievement of occupational goals.

The goal is for the student to develop adaptive and adjustive behaviors. These behaviors emphasize harmonious relationships which the student achieves with his environment through skill, judgment, and flexibility. While these behaviors are somewhat complementary they can be differentiated in terms of the techniques used to achieve the harmonious relationship. Adaptive behavior implies a manipulation of the environment and adjustive behavior implies the modification of personal behavior patterns to fit the existing conditions. The acquisition of these behaviors will enable the student to meet changing environmental demands and to perform at a level consistent with his ability.

2.21 Objective: For the student to identify occupational alternatives that are consistent with his ability and claimed interests.
Criteria: Identification of occupational alternatives that are consistent with the student's ability and claimed interests.

2.22 Objective: For the student to become competent in skills needed for his occupational choice and appropriate to his present developmental level and ability.
Criteria: Demonstrated mastery of skills that are needed for the student's occupational choice and appropriate for his present developmental level and ability.

2.23 Objective: For the student to choose hobbies, extra-curricular activities, and exploratory work experiences that are consistent with his tentative occupational choice and his abilities.
Criteria: Participation in hobbies and other activities that are consistent with and provide opportunity for evaluation and growth in his tentative occupational choice.

2.24 Objective: For the student to develop an attitude that maximum effort (consistent with his ability) on work tasks is important.
Criteria: Persistence and consistency in the performance of assigned household duties, part-time work, or school tasks.

3.0 Generalization Objectives

3.1 To effectively implement vocational choices.

The goal is for the student to commit himself to his chosen vocation. This implies that he conform somewhat to the established methods of training and qualification and display some effort toward the achievement of such training and qualification. Although the student must select an acceptable method of training he still has some freedom to choose among various acceptable methods.

3.11 Objective: For the student to participate in a training program that is necessary for entrance into his chosen occupation.
Criteria: Enrollment in a training program necessary for entrance into his chosen occupation.

3.12 Objective: For the student to participate in activities that are related to and expected in his chosen occupation.
Criteria: Participation in activities that are related to his chosen occupation, such as, clubs, associations, and unions.

3.13 Objective: For the student to make the adjustments necessary to maintain consistent progress toward the achievement of vocational goals.
Criteria: Demonstration of adjustive behaviors when faced with obstacles to the attainment of vocational goals (evidence of behavioral consistency, willingness to compromise, and initiative in seeking means to the desired end).

3.2 To derive personal satisfaction from the pursuit of a vocation.

The goal is for the student to interpret his chosen vocation as meaningful and satisfying to him. This implies involvement in a vocation that is consistent with the student's ability and interest. It also implies the acquisition of skills which are essential for adequate performance (by intrinsic and extrinsic standards) in his chosen vocation. The student must see himself as fitting the "life style" of the occupation to which he is committed.

3.21 Objective: For the student to have congruence between his chosen vocation and his measured ability and interest.
Criteria: A vocational choice that is congruent with measured ability and interest.

3.22 Objective: For the student to acquire a feeling of competence and adequacy in the performance of his chosen vocation.
Criteria: Expressed satisfaction with his adequacy in the performance of his chosen vocation.

3.23 Objective: For the student to have congruence between his aspired "life styles" (values, mode of living, friends, rewards, etc.) and the "life style" of his chosen vocation.
Criteria: Congruence between student's aspired "life style" and the "life style" of his chosen vocation.

3.3 To achieve success in the pursuit of vocational goals.

The goal is for the student to follow through and complete his long-range vocational plans. Implicit in this goal is the constant striving toward success in his vocation as consistent with his ability. Thus employment in his chosen vocation is not an end in itself, but the mastery of one vocational goal which leads to new goals.

3.31 Objective: For the student to gain employment in an occupation which he has chosen.
Criteria: Employment in an occupation which he has chosen.

3.32 Objective: For the student to feel success in his employment.
Criteria: Expressed feeling of success (self evaluation).

3.33 Objective: For the student to be judged competent by supervisors.
Criteria: Judgment of competence by supervisors (ratings, promotions, earnings, production records).

## Social Domain

### 1.0 Perceptualization Objectives

1.1 To develop an awareness of social responsibilities, opportunities, and expectancies.

The goal is for the student to become knowledgeable of the social setting within which he operates -- including such groups as his family, peers, and significant others. The emphasis is on awareness of the opportunities and requirements of his social environment such as social expectations and social customs. It is important that he be able to differentiate his roles in the social groups with which he is or may be affiliated.

1.11 Objective: For the student to become aware of the need to identify and affiliate with basic social groups.
Criteria: Knowledge of the need to affiliate with social groups.

1.12 Objective: For the student to become aware of the social groups that are available to him or are imposed upon him.
Criteria: Knowledge of the social groups that are a part of his social environment.

1.13 Objective: For the student to become aware of the need to have friends that are accepted by his parents and significant others.
Criteria: Knowledge of the need to have friends accepted by parents and significant others.

1.14 Objective: For the student to become aware of his responsibilities in the home.
Criteria: Knowledge of home and family responsibilities expected of him by his parents and/or general social expectancy.

1.15 Objective: For the student to become aware of the grooming and other personal expectations of the social groups with which he is affiliated.
Criteria: Knowledge of the grooming and other personal expectations of his family, peers, and significant others.

1.16 Objective: For the student to become aware of the nature and social acceptability of the attitudes and values of social groups with which he affiliates or which may be open to him.
Criteria: Knowledge of the nature and social acceptability of the attitudes and values of social groups with which he affiliates or which may be open to him.

1.17 Objective: For the student to become aware of the skills needed for effective functioning in his social group, such as cooperation, compromise, and respect for others.
Criteria: Knowledge of the skills needed for effective functioning in the family, with peers, and with significant others.

1.18 Objective: For the student to become aware of the differences in skills needed for effective functioning with each of his social groups.
Criteria: Ability to contrast the skills needed for effective functioning with family, peers, and significant others.

1.2 To develop an awareness of self in the social setting.

The goal is for the student to develop an accurate perception of himself with regards to the social groups with which he affiliates (family, peers, and significant others). The emphasis is on self-understanding of social skills, attitudes, and motivations. As a result of these understandings the student can begin to clarify his role in different social situations and identify with social groups appropriate to his need structure and to social expectation.

1.21 Objective: For the student to become aware of his ability to function within his social groups.
Criteria: Knowledge of his skills in functioning with family, peers, and significant others.

1.22 Objective: For the student to become aware of his limitations in functioning in specific social groups.
Criteria: Knowledge of his weaknesses in regard to functioning within social groups.

1.23 Objective: For the student to become aware of his attitudes toward school, work, and social participation.
Criteria: Knowledge of his attitudes toward school, work, and social participation.

1.24 Objective: For the student to become aware of his personal characteristics that are related to social acceptance and harmonious interpersonal relationships.
Criteria: Knowledge of his personal characteristics that are related to social acceptance and harmonious interpersonal relationships.

1.25 Objective: For the student to be aware of and to differentiate social roles appropriate to his sex.
Criteria: Knowledge of ability to differentiate social roles appropriate to his sex.

2.0 Conceptualization Objectives

2.1 To develop an accurate concept of self in the social setting.

The goal is for the student to synthesize facts and knowledge pertaining to himself and his social groups into a rational and useful order. This conceptualization will enable the student to evaluate his social affiliations, make decisions, and acquire value patterns. These affiliations, decisions, and value patterns should move the student in a direction of satisfying social relationships that are within the normative behavioral tolerances of his school, family, and community.

2.11 Objective: For the student to evaluate opportunities for social affiliation and to choose social groups that are within the normative tolerances of his society.
Criteria: Choice of social groups that are within the normative tolerances of his society.

2.12 Objective: For the student to choose friends who are acceptable to his parents.
Criteria: Choice of friends who are acceptable to his parents.

2.13 Objective: For the student to develop personal characteristics consistent with the expectations of his social groups.
Criteria: Manifestation of personal characteristics consistent with the expectations of his social groups.

2.14 Objective: For the student to choose social activities that permit social roles appropriate to his sex.
Criteria: Choice of social activities that permit social roles appropriate to his sex.

2.2 To develop an effective organization of efforts toward the achievement of satisfying and acceptable social relationships.

The goal is for the student to develop adaptive and adjustive social behaviors. These behaviors emphasize harmonious relationships which the student achieves with his social environment through skill, judgment and flexibility. While these behaviors are somewhat complementary they can be differentiated in terms of the techniques used to achieve the harmonious relationships. Adaptive behavior implies a manipulation of the environment and adjustive behavior implies the modification of personal behavior patterns to fit the existing conditions. Thus the student must be able to select and affiliate with social groups that will bring him satisfying relationships and also be able to work effectively with groups in which he has no choice of affiliation.

2.21 Objective: For the student to become competent in skills that are needed for effective functioning in his social groups (family, peers, and significant others.)
Criteria: Demonstrated mastery of skills needed for effective functioning in social groups, such as cooperation, compromise, and active participation in the interest of the group.

2.22 Objective: For the student to efficiently carry out responsibilities as a member of a family.
Criteria: Demonstrated efficiency in carrying out responsibilities in the home.

2.23 Objective: For the student to affiliate and participate constructively in social groups that are satisfying to him and within normative tolerances of his society.
Criteria: Constructive and satisfying participation in social groups that are within normative tolerances of his society.

2.24 Objective: For the student to affiliate with friends that are acceptable to his parents.
Criteria: Affiliation with friends that are acceptable to parents.

3.0 Generalization Objectives

3.1 To cope constructively with the demands of social groups with which he is affiliated.

The goal is for the student to develop and use consistently effective coping behaviors in response to the demands of the social groups (family, peers, and significant others) with which he affiliates. This implies a degree of conformity to the group standards and a display of effort in the direction of meeting these standards. It does not mean total submission by the student, but does emphasize acceptable methods for reconciling differences.

3.11 Objective: For the student to take initiative in handling reponsibilities at home.
Criteria: Voluntarily carrying out of responsibilities in the home such as weighing the effect of individual action upon other members of the family.

3.12 Objective: For the student to take responsibility in adhering to the standards of his social groups (family, peers, and significant others).
Criteria: Absence of reports of violations of group standards.

3.13 Objective: For the student to be able to express independent social views in an acceptable fashion.
Criteria: Constructive examination of conflicting views without destructive emotional involvement or anti-social behavior.

3.14 Objective: For the student to display appropriate sex roles.
Criteria: Display of appropriate sex roles.

3.2 To attain personal satisfaction from socially acceptable experiences.

The goal is for the student to interpret his involvement in social activities (within normative tolerances) as meaningful and satisfying to him. This implies involvement in a social group that accepts him, and whose values are consistent with his. Such involvement increases the probability of recognition and esteem as an individual. The student's interpretation of probable recognition and esteem reinforces socially acceptable behavior.

3.21 Objective: For the student to have congruence between his personal values and the values of the group with which he affiliates.
Criteria: Congruence between personal values and values of the group with which he affiliates.

3.22 Objective: For the student to place high priority on recognition and esteem by socially acceptable groups.
Criteria: Expressed value on recognition and esteem from socially acceptable groups.

3.23 Objective: For the student to demonstrate self-confidence in his social relationships.
Criteria: Expressed and demonstrated self-confidence in social relationships such as voluntary participation in group discussions.

3.3 To consistently demonstrate social adequacy.

The goal is for the student to continue a display of social behavior that is within normative tolerances. Implicit in this goal is the reaching out for new social experiences and a display of competency in meeting them. This behavior is best evidenced by a lack of conflict in social activities.

3.31 Objective: For the student to make contributions (consistent with ability) to the social groups of which he is a part.
Criteria: Display of contributing behavior (e.g., leadership) in the social groups of which he is a part.

3.32 Objective: For the student to actively seek new social experiences and to cope with them adequately.
Criteria: Active seeking of new social experiences and adequate functioning in them.

# APPENDIX C

EXCERPTS FROM GUIDANCE PLANS FROM:

Andrews Independent School District
Santa Ana Unified School District, Calif.

1.0 The Educational Domain

1.1 To develop an awareness of the educational setting

The goal is for the student to become knowledgeable about the educational setting within which he operates. The educational setting has reference to the school's physical facilities, academic programs, extra-curricular activities, and established rules governing student conduct. The emphasis is on ability to differentiate courses and activities on the basis of their content and required skills.

1.11 Objective: Before change of environment the students will have knowledge of the new environment through orientation activities planned at appropriate levels.

ELEMENTARY SCHOOLS

1.111 Process: Incoming Kindergarten students and their parents will be invited to visit the school at which time the children will visit in a classroom while parents are given an orientation of school services.

Outcome: Parents and children will be prepared for school as evidenced by 95% of the permanent ADA being present the first day of school.

1.112 Process: Kindergarten and first grade students will tour the physical plant. Teachers and counselor will coordinate one-half hour orientation sessions for all kindergarten and first grade pupils.

Outcome: Ninety percent of the pupils will be able to locate on a school map their classrooms, the restrooms, nurse's office, principal's office, counselor's office, their assigned play area, etc.

1.113 Process: A brochure with information concerning age, birth certificate, immunizations, supplies, attendance, lunch program, conferences, and visitations will be given to each parent.

Outcome: Records received from parents the first week of school will be 90% accurate.

1.114 Process: To provide effective sequential information flow on educational and social needs of students the sixth grade teachers, principals and counselors will

renew records with the junior high counselor prior to the sixth grade students' going to junior high.

Outcome: Information pertinent to school personnel will be available as needed through the junior high counselor's office.

1.115 Process: The junior high counselor will attend sixth grade activities which will facilitate the awareness of the availability of guidance services when students transfer from elementary to junior high school.

Outcome: Eighty percent of students needing counselor services will be aware of the junior high school counselor as evidenced by self referral for counseling.

1.116 Process: The counselor will send letters to seventh graders during the month of February asking them to list areas in which they needed additional information upon entering junior high school.

Outcome: Within three years the need for additional information will be reduced 75%.

JUNIOR HIGH SCHOOL

1.117 Process: The counselors will coordinate with the principal and teachers a tour of the junior high school facilities for all sixth grade students.

Outcome: Not more than ten percent of those having received orientation will need assistance in finding their destination the first day of school.

1.118 Process: The counselor and the teachers of second period classes will coordinate orientation presentation for all seventh graders covering the "what" and the "why" of the student handbook, map of school plant and the services available from school nurse, librarian, and counselor.

Outcome: Ninety percent of the students will be able to identify on the school map their scheduled rooms, assigned lockers, attendance office, counseling center, health office, library, cafeteria, and principal's office.

1.119 Process: Students new to the system will be interviewed by the counselor and given a tour of the building and facilities.

Outcome: Ninety percent of the new students will be able to adjust to their new school environment without additional assistance.

1.120 Process: The junior high and senior high counselors will coordinate the dissemination of pre-registration information and will present this information to all eighth graders through one hour classroom group discussions. (e.g. all social studies or language arts classes)

Outcome: Ninety percent of those students who participate in the orientation instructions will register without repeated instructions.

SENIOR HIGH SCHOOL

1.121 Process: In the spring the high school counselor will coordinate with the principal and teachers a tour of the high school facilities which will include observation of elective classes.

Outcome: No more than 15% of those students attending orientation will be tardy on the first day and/or will need no further assistance in locating their destinations.

Outcome: Students will be assisted in making their Educational Plan.

1.122 Process: The high school counselor will prepare a brochure of high school course descriptions including appropriate level for courses, credit, prerequisites and recommendations before preregistration. The counselor will lead group discussions with eighth grade students concerning this printed material.

Outcome: Ninety percent of students will be able to complete high school preregistration without further assistance.

1.123 Process: The counselor and assigned teachers will coordinate orientation presentation for all ninth graders covering student handbook, maps of school plant, services available from school nurse, librarian, counselor, etc.

Outcome: Ninety percent of students will be able to identify on the school map their scheduled rooms, assigned lockers, and centers of support services. Students will be able to list two services available from each of the support services personnel.

## 2.0 Vocational Domain

### 2.1 To develop an awareness of the world of work

The goal is for the student to become conscious of the various "life styles" associated with the world of work. These "life styles" pertain to a set of standards and practices that dominate and regulate the more important behavior of a person during a considerable period of his life.

It is essential that the student differentiate occupational levels (unskilled, semi-skilled, professional) on the basis of the life style associated with each.

2.11 Objective: As a result of career education programs, students will become aware of the training requirements, needed skills, and responsibilities of different occupations and demonstrate their ability to utilize this knowledge orally or in written form.

ELEMENTARY SCHOOLS

2.111 Process: A career education program for grades K, 1, and 2, will be planned, organized, and coordinated by the counselor with the teachers and principal.

Outcome: Students will be able to list orally three different professional or skills areas within each of three occupations. (Example: doctor, nurse, receptionist in the hospital.)

2.112 Process: A career education program for grades 3, 4, 5, and 6 will be planned, organized and coordinated by the counselor with teachers and principals to develop vocational awareness.

Outcome: One hundred percent of all students will participate in the Career Awareness program.

JUNIOR HIGH SCHOOL

2.113 Process: The counselor will coordinate and serve as a resource person to teachers and students in the continued development of the Exploring Careers Programs in the classroom.

- The Counselor will supply teachers with information concerning new materials and career information available for classroom use in the Exploring Careers Programs through the Career Information Fact Sheet.

. The counselor will consult with teachers or students regarding specific inquiries about occupations for which the classroom teacher needs additional information.

Outcome: One hundred percent of the subject matter areas will be included in the Exploring Careers Programs.

2.114 Process: The counselor is available, upon request as a resource person in providing seminars in the following areas:

. personality development as related to career education

. new occupational trends

. decision-making as related to career education

. importance of attitudes and values in the work of work

Outcome: Teacher and student growth and satisfaction will be demonstrated by number and level of requests for subsequent counselor services.

SENIOR HIGH SCHOOL

2.115 Process: The counselor will provide opportunities for students to visit with college, vocational and technical school representatives.

Outcome: Students will become aware of the specific training requirements in the area of their interest as demonstrated by 90% of the students who participate in school representatives' visits request planning sessions with the counselor.

2.116 Process: The counselor is available to students to offer information and assistance in educational and career decisions through the following:

. individual conferences

. group guidance, (i.e., class meetings, clubs small group seminars)

. dissemination of current information on occupational trends and opportunities

. serving as a clearing-house for college entrance requirements, financial aids, scholarships, loans, grants, workstudy programs, etc.

2.117 Process: The counselor will develop and disseminate to parents information concerning colleges and vocational schools such as entrance requirements, available housing, finances, etc.

Outcome: Parents and students will have an awareness of the need for early post secondary planning as evidenced by the number of students who complete admission requirements and are accepted by the school of their choice.

3.0 Social Domain

3.1 To develop an awareness of social responsibilities, opportunities, and expectancies.

The goal is for the student to become knowledgeable of the social setting within which he operates - including such groups as his family, peers, and significant others. The emphasis is on awareness of the opportunities and requirements of his social environment such as social expectations and social customs. It is important that he be able to differentiate his roles in the social groups with which he is, or may be, affiliated.

3.12 Objective: The student will become aware of the social groups that are available to him or are imposed upon him.

ELEMENTARY SCHOOL

3.121 Process: The counselor will serve as a resource person to teachers through consultation on the development of curriculum integrated activities pertaining to the social environment in which students will be functioning.

Outcome: The teachers will develop curriculum plans demonstrating an awareness of social concerns.

3.122 Process: The counselor will conduct group guidance to assist students in developing an awareness of their likenesses and differences and of the need to accept all people on the basis of individual worth.

Outcome: Ninety-five percent of the students will be able to list, orally or in written form, four ways in which all people are the same and four ways in which people may be different.

JUNIOR HIGH SCHOOL

3.123 Process: The counselor will serve as a resource person to teachers as they develop classroom units of curriculum which deal with social concerns. The counselor will supply pertinent materials, technique suggestions and conduct role playing demonstrations.

Outcome: A comprehensive curriculum unit will be developed and implemented.

3.124 Process: The counselor will conduct individual and group counseling for those students who have not developed a social awareness.

Outcome: One hundred percent of the students participating in the individual and group counseling program will develop social awareness as evidenced by the counselor's judgement to terminate.

3.125 Process: The counselor will provide opportunities through group and individual consultation and/or counseling for students to explore the relationship between self and social groups.

Outcome: Eighty-seven percent of students participating in the consultation and/or counseling will be able to list, orally or in written form, three social groups that are appropriate, three social groups that are inappropriate.

SANTA ANA UNIFIED SCHOOL DISTRICT
Saddleback High School

Goals of Counseling and Guidance

EDUCATIONAL

1.0 District Goal: To assist each student in his efforts to develop and utilize his potential in making a place for himself in the school, in the community and in the larger society of the state and nation.

1.1 Program Objective: For the student to develop an awareness of the educational setting.

Operational Objective:

Situation: Given Saddleback High School, a four year high school, located in a business and industrial community with a student population coming primarily from middle and lower middle class families, 26% of which are of minority ethnic origin.

Population: All freshmen.

Treatment: After a fifty-five minute group orientation in American Issues classes with a freshman counselor covering the information in the counseling section of the Student Handbook.

Outcome:

1. All students present will be able to demonstrate familiarity with the handbook by locating the major topics in an oral review quiz at the end of the period.

2. 80% of these students will need no further assistance in orienting themselves to the school plant, identifying staff personnel, and understanding established procedures for participating in the school program.

1.2 Program Objective: For the student to become aware of his academic abilities, limitations and educational interests.

Operational Objective:

Situation: Given Saddleback High School, a four year high school, located in a business and industrial community with a student population coming primarily from middle and lower middle class families, 26% of which are of minority ethnic origin.

Population: All students.

Treatment — After small group discussions or individual conferences in which the counselor interprets test scores, with each student having a copy of his own test scores.

Outcome — Upon request by their counselor, 80% of all students will be able to report accurately their own academic strengths and weaknesses and their academic aptitude is indicated by test scores.

Santa Ana High School

Goals of Counseling and Guidance

EDUCATIONAL

1.0 District Goal: To assist each student in his efforts to develop and utilize his potential in making a place for himself in the school, in the community and in the larger society of the state and nation.

1.1 Program Objective: For the student to develop an awareness of the education setting.

Operational Objective:

Situation — A high school with grades 10 through 12 with a low to high income population.

Population — All tenth graders.

Treatment — Presented in writing and through small group discussion with all gruadation requirements.

Outcome — 80% will be able to correctly answer 10 multiple choice questions on graduation requirements.

1.2 Program Objective: For the student to become aware of his academic abilities, limitations and educational interests.

Operational Objective:

Situation — A high school with grades 10 through 12 with a low to high income population.

Population — All tenth graders.

Treatment — Presented individually and in small group discussion with the results of aptitude and achievement tests and interest surveys.

Outcome — 80% will be able to report within 10 percentile points their scores in major categories on all tests and to apply this information to making appropriate subject choices consistent with their ability.

Smedley Junior High School

Goals of Counseling and Guidance

EDUCATIONAL

1.0 District Goal: To assist each student in his efforts to develop and utilize his potential in making a place for himself in the school, in the community and in the larger society of the state and nation.

1.1 Program Objective: For the student to develop an awareness of the educational setting.

Operational Objective:

Situation — Given a Junior High, low socio-economic population, evenly mixed racial groups.

Population — All incoming 7th grade students.

Treatment

1. Counselor visits 6th grade classrooms. She takes former students from that school with her to answer questions.
   a. Distribution of material for pre-registration.
   b. Explanation of the forms to be used and content of classes offered.
2. Visit to Junior High campus by 6th graders and parents.
   a. Assembly with presentation of Junior High musical groups to recruit new members. Talks by principal, vice-principals and counselors.
   b. Tour of campus by 6th grade students directed by Junior High students. Includes demonstration of machines in cafeteria area so they will know how to use them.

3. Seventh grade social study classes go over the student handbook as a unit in their social study classes to acquaint them with school rules.

Outcome — 90% of the new students will be able to move about campus, follow school rules, and be properly enrolled without further help from the counselor.

Sample Objective

SOCIAL

3.0 District Goal: To help each student attain and preserve physical and mental health and to deal constructively with the psychological tensions inherent in continuing change and adaptation. (To assist the student in solving personal problems that affect his educational progress.)

3.1 Program Objective: For the student to develop skills needed for effective functioning in social groups. (Family, peers, significant others.)

Operational Objective:

Situation — Given a Junior High, low socio-economic population evenly mixed racial groups.

Population — 7th and 8th grade girls with extreme weight problems.

Treatment — Following weekly meetings with teacher to counsel the students about weight problems and help in planning appropriate diets.

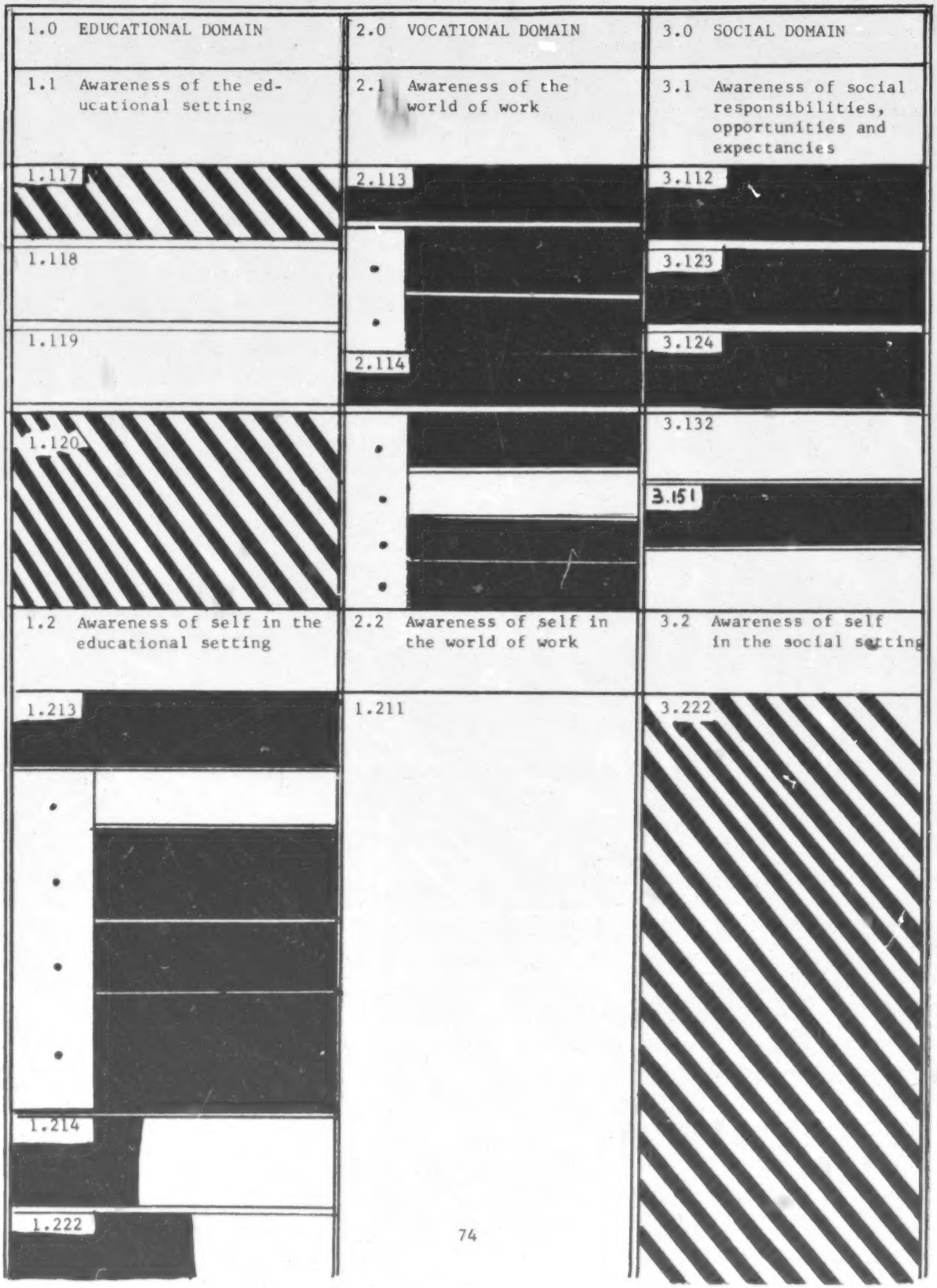
Outcome — All girls in the group will begin to loose weight and continue to do so for the duration of the group meetings. The girls will be able to report positive reactions from family and peers regarding their weight loss.

APPENDIX D

EXCERPTS OF EVALUATION REPORTS FROM
ANDREWS INDEPENDENT SCHOOL DISTRICT

In this excerpt each objective is illustrated in a graphic form to depict the degree of attainment.

These evaluations are updated monthly and are available for administrative review.


1.0 EDUCATIONAL DOMAIN
2.0 VOCATIONAL DOMAIN
3.0 SOCIAL DOMAIN
1.1 Awareness of the educational setting
2.1 Awareness of the world of work
3.1 Awareness of social responsibilities, opportunities and expectancies
1.117
2.113
3.112
1.118
3.123
1.119
2.114
3.124
1.120
3.132
3.151
1.2 Awareness of self in the educational setting
2.2 Awareness of self in the world of work
3.2 Awareness of self in the social setting
1.213
1.211
3.222
1.214
1.222

| 1.3 Concept of self in the educational setting | 2.3 Concept of self in the world of work | 3.3 Concept of self in the social setting |
|---|---|---|
| 1.312 | 2.311 | does not apply |
| 1.322 | | |
| 1.4 Coping constructively with the demands of the educational setting | 2.4 Development of effective work organization toward occupational goals | 3.4 Development of an effective organization of efforts toward the achievement of relations |
| 1.411 | 2.442 | 3.412 |
| | | 3.422 |
| | | 3.432 |

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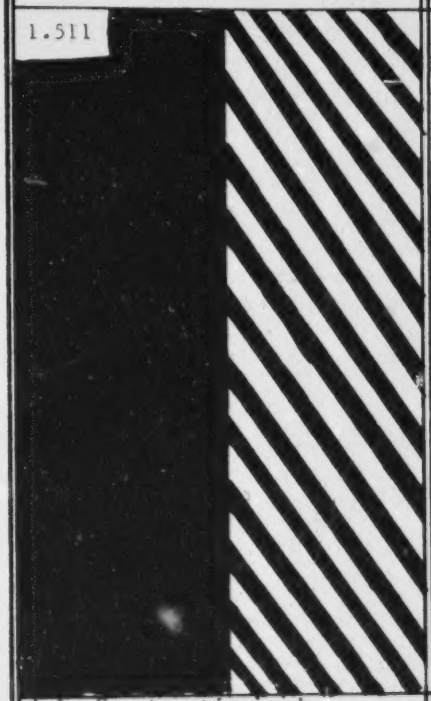
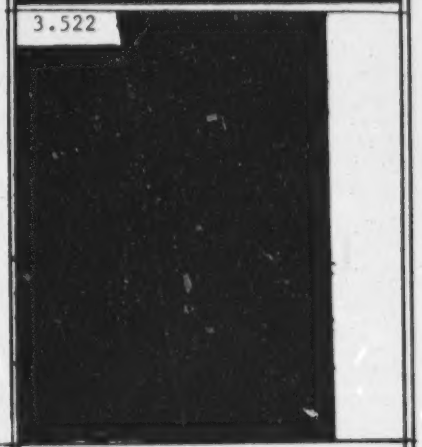
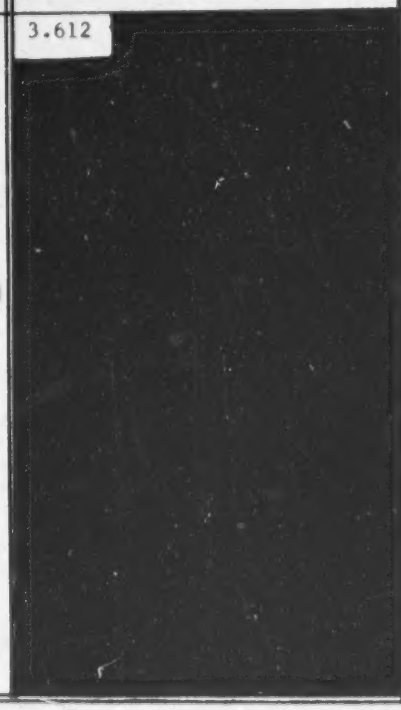
| 1.5 Attaining personal satisfaction from educational experiences | 2.5 Effective implementation of vocational choice | 3.5 Coping constructively with the demands of social groups |
|---|---|---|
| 1.511  | 2.511 | 3.512 <br> 3.522  |
| **1.6 Constructing and pursuing long range educational plans** | **2.6 Decision making for meaningful and satisfying vocations** | **3.6 Demonstration of social adequacy** |
| does not apply | does not apply | 3.612  |